

DOCUMENT RESUME

ED 403 180

SO 026 454

AUTHOR Fitzgerald, Thomas A.
TITLE Pet Responsibility: Citizenship Lessons for Elementary Students.
INSTITUTION American Humane Association, Englewood, CO.; Social Science Education Consortium, Inc., Boulder, Colo.
REPORT NO ISBN-0-89994-319-5
PUB DATE 87
NOTE 120p.
AVAILABLE FROM Social Science Education Consortium, 855 Broadway, Boulder, CO 80302.
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Animals; Art Education; Children; Citizenship; *Citizenship Education; Elementary Education; *Elementary School Students; Grade 3; Grade 4; Interdisciplinary Approach; Language Arts; *Pets; *Responsibility; Sciences; *Social Studies

ABSTRACT

This unit is designed around a four-week plan integrated into third- and fourth-grade science, social studies, language arts, reading, and art. The unit takes students through specific strategies of creating awareness about issues and to help them become more responsible about pet care, personally and in the community. Each week has a theme, including: (1) "How Can I Be Responsible?"; (2) "Community Helpers and the Law"; (3) "Conflicts Over Pets: How Disputes Are Resolved"; and (4) "Citizenship and Responsible Care." Two to five lessons support each theme with most lessons 20 to 30 minutes in length or divided into segments of that length. The lessons can stand alone or be used as a unit. (EH)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED 403 180

SO 026 454



PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL
IN OTHER THAN PAPER COPY
HAS BEEN GRANTED BY

L. R. Singleton

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

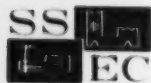
U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- ☒ This document has been reproduced as received from the person or organization originating it.
- ☐ Minor changes have been made to improve reproduction quality.

* Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Pet Responsibility: Citizenship Lessons for Elementary Students

Published by
Social Science Education Consortium and American Humane Association



Pet Responsibility: Citizenship Lessons For Elementary Students

Developed by the
American Humane Association
with assistance from the
Social Science Education Consortium, Inc.

Project Coordinator
Thomas A. Fitzgerald, Ph.D.

Supported by
The Animal Assistance Foundation

Published by
Social Science Education Consortium, Inc.
American Humane Association
1987

ORDERING INFORMATION

This publication is available from:

Social Science Education Consortium
855 Broadway
Boulder, CO 80302

ISBN 0-89994-319-5

© 1987 American Humane Association. The materials in this volume may be reproduced for classroom use at the instance and inspiration of the individual teacher. Reproduction by any means, electronic or mechanical, for any purpose other than classroom use is prohibited without written permission from the publisher.

CREDITS

Writing Team

Thomas A. Fitzgerald
Colorado Academy
Denver, CO

Barbara Miller
Social Science Education Consortium
Boulder, CO

Marsha Eubanks
Columbine School
Longmont, CO

Janice V. Pearson
Social Science Education Consortium
Boulder, CO

Production

Cindy A.E. Cook
Social Science Education Consortium

Artwork

Lamya Deeb
Elizabeth C. Johnston

Cover Design

Elizabeth C. Johnston

CONTENTS

FOREWORD	iv
INTRODUCTION	1
WEEK 1: HOW CAN I BE RESPONSIBLE?	3
Activity 1: Choosing a Pet	5
Activity 2: The Needs of Pets	9
Activity 3: Whose Responsibility Is It?	15
Activity 4: Relationships Between Animals and Owners	19
Activity 5: Classroom Pet, Yes or No?	33
WEEK 2: COMMUNITY HELPERS AND THE LAW	37
Activity 6: Rules: Home, School, Pet, The Community	39
Activity 7: Making Laws for Pets and People	45
Activity 8: Dogs as Community Helpers	57
Activity 9: Community Helpers in Choosing a Pet	61
WEEK 3: HOW DISPUTES ARE RESOLVED	65
Activity 10: Solving Problems Through Negotiation	67
Activity 11: Mr. Jones Goes to Court: A Mock Trial	73
WEEK 4: CITIZENSHIP AND RESPONSIBLE CARE	91
Activity 12: Care and Responsibility	93
Activity 13: Let Your Fingers Do the Walking: A Hunt for Care	95
Activity 14: A Personal Code of Ethics for My Pet	97
Activity 15: Heroes: The Stillman Awards	103
Activity 16: Carling Through Posters and Bumper Stickers	127

FOREWORD

Developing the knowledge, skills, and commitments required for citizen participation in a democracy has long been a primary goal – if not the primary goal – of social studies education. As the impact of science and technology on public policy has increased, so has the interest of science educators in developing citizenship capacities. Despite this combined interest in developing “good” citizens, however, data from a number of sources indicate that citizenship education efforts still merit improvement.

As Tom Fitzgerald points out in his introduction to the *Pet Responsibility* unit, one of the difficulties encountered by teachers attempting to educate young citizens is that the ideas and values we seek to develop are abstract and difficult to convey to young learners, operating at the concrete level. Teachers address this problem with the youngest learners, those in the early primary grades, by focusing on the familiar – rules and responsibilities at home and school. At grades 3 and 4, however, the social studies curriculum focuses on the community and state; while study of these entities and the rules they create is indeed valuable, the relationship with students’ own experience is much more remote.

Teaching third- and fourth-graders about citizenship through the study of pets offers an appealing alternative. Not only is the topic one that is within students’ experiences, it is also relevant to both the science and social studies curricula, allowing reinforcement and extension of learning across disciplines. Capitalizing on these advantages while simultaneously promoting the goals of humane education is the aim of this *Pet Responsibility* unit. We hope that teachers will find that it does indeed help them meet their instructional objectives in these areas.

The cooperation among humane educators, social studies educators, and science educators that has marked development of this unit has been a positive experience for all involved. We at the SSEC would particularly like to thank the staff of the American Humane Association for their contributions to the development and production of this unit. The final product represents both their dedication and that of the writing team.

James R. Giese, Executive Director
Social Science Education Consortium, Inc.

INTRODUCTION

"When you go to the hardware store and buy a 7/8" drill bit, what you are really buying is a 7/8" hole."

An old hardware store proverb
attributed to Richard Steckel

Rationale for the Pet Responsibility Unit

Animals are objects of great fascination for children. Many students have pets in their homes, and all are familiar with some dog, cat, or small animal, even if it is the pet of a neighbor or friend. Because of this interest, the topic of pets is an excellent avenue for teaching children respect and compassion for others' rights, as well as a sense of responsibility and justice. Pets can help celebrate special observations such as Adopt-a-Dog Month, Adopt-a-Cat Month, or Be Kind to Animals Week. Pets and other animals are favorite subjects for students during library periods, as shown by the large number of animal-related books children check out of school and public libraries.

Unfortunately, such humane education issues as responsible pet ownership and animal care are rarely addressed in a comprehensive school-based educational program. Humane education topics frequently compete with other worthy concerns and issues, and teachers find it difficult to provide adequate time to address such issues within an already-crowded curriculum. Moreover, without systematic curriculum materials, even those teachers who want to devote more time to humane topics cannot readily do so.

The need to provide teachers with hands-on, ready-to-use curriculum materials that fit into the framework and strategies for accomplishing basic program objectives in social studies and science in the middle and upper elementary grades is obvious. Through such materials, both humane education and citizenship education could be advanced.

While citizenship education ranks high as an educational priority in schools, few high-quality materials are available. A challenge to any elementary teacher is finding ways to present important, but often abstract, concepts to children in a meaningful manner. The merging of key concepts and skills of humane and civic education seemed a logical approach to the problem: children's experiences with pets and other animals could help them learn about our system of laws and societal ideals.

These materials embody this approach. Developed by the American Humane Association and Social Science Education Consortium with support from the Animal Assistance Foundation, these materials were field-tested by third- and fourth-grade teachers in Colorado, Wyoming, and Nebraska during the 1986-87 school year. The goals of the project, reflected in the pedagogy and materials, were as follows:

1. To challenge students to participate in solutions to pet-related problems at home and in the community.
2. To encourage students to engage in responsible personal and group decision-making discussions about pets.
3. To teach specific responsibilities associated with pet ownership.

Feedback from children, teachers, and administrators involved in the field test indicate that all the goals were accomplished. The following is a description of the unit.

Description of the Pet Responsibility Unit

This unit of study is designed around a four-week plan. Teachers can use the unit to support school district goals for third- and fourth-grade science, social studies, language arts, reading, and art. The unit is designed to take students through specific strategies of creating awareness about issues

and to help them become more responsible about pet care, personally and in the community. Each of the four weeks has a theme. These themes are:

Week 1 – How Can I Be Responsible?

Week 2 – Community Helpers and the Law

Week 3 – Conflicts Over Pets: How Disputes are Resolved

Week 4 – Citizenship and Responsible Care

From two to five lessons are provided to support each theme. Most lessons are 20 to 30 minutes in length or can easily be broken into segments of that length. Although there is a general overall theme and flow to the lessons, they can also stand on their own and be used independently.

This package contains most of the materials you will need to teach the lessons. As all of us involved in the writing project are teachers, we know how important it is to have all the resources you need at hand, if possible. We have therefore tried to make the units as accommodating as possible. Enjoy!

Tom Fitzgerald

WEEK ONE

HOW CAN I BE RESPONSIBLE?

The activities in this week have two major themes: (1) animals, whether pets or working animals, have needs similar to those of humans, and (2) owners of pets or working animals are responsible for meeting the animals' needs. "Choosing a Pet" focuses on why some animals are good pets in particular situations and other animals are never good pets. In "The Needs of Pets," students compare their own needs with those of pets and begin to develop the idea that owners are responsible for meeting their pets' needs. "Whose Responsibility Is It?" uses a story to direct students' attention to possible alternatives when a pet owner cannot meet his or her responsibilities; activities 6 and 14 in subsequent weeks build on this idea. "Relationships Between Animals and Owners" introduces the notion of working animals; activity 8 in week 2 builds on this concept and might be used following activity 4. "Classroom Pet, Yes or No?" helps students determine whether their class can meet the needs of a classroom pet; if they decide it can, the activity helps them plan for the pet's care.

ACTIVITY 1: CHOOSING A PET

Introduction:

In this activity, students learn about different kinds of animals and why some animals make good pets and others do not. They also learn to consider the needs and characteristics of an animal before determining if the animal would be a good pet.

Links to Subject Areas:

This activity can be used as a science lesson on kinds of animals. It would also be a good social studies lesson on the democratic process. It could be extended as an art project or used for a math lesson on graphing. Field-test teachers indicate that this activity fulfills district goals for graphing and is helpful with team-building.

Objectives:

1. To understand that some animals are good pets and some are not.
2. To understand that different animals can be good pets under different circumstances.
3. To know that having a pet takes a lot of responsibility.
4. To understand the needs of wild animals for freedom.

Skills:

1. To classify animals that would be good pets and those that would not be good pets.
2. To describe characteristics of a pet.
3. To share information about pets.

Anticipated Outcome:

Students will conclude that not all animals make good pets and that wild animals should **never** be considered as possible pets.

Time: 1 class period.

Teaching Mode: Teacher directions followed by group work; group reports and class discussion.

Materials and Preparation: For each group of four students - 2 copy of Handout 1-1 and pencil; for the class - chart paper and marking pen or chalkboard and chalk.

Activity:

1. Begin the activity by asking for a show of hands from students who have pets. Tell the students that this activity will be about pets.
2. Ask students to tell what kind of pet they have or someone they know well has (for students who do not have pets). Make a bar graph showing the numbers of each kind of pet.
3. Next, divide the class into groups of four students. Give each group a copy of Handout 1-1. Have each group assign one person to be the recorder to write down information from the group. Also have each group select one person to be the reporter, to report back to the class.
4. Tell the students that they will have ten minutes to work together. The task for each group is to make a list of all animals that would make good pets and to decide which pets would be best, depending on where the students live.



5. After groups have worked on their lists, ask for the attention of the class and let each group report back to the entire class. Tell students that you will list all of the animals first. Then the class can go back and discuss each one. As each reporter gives his or her list, make a master class list on chart paper or the chalkboard. If an animal is repeated by another group, do not write the name again, but refer to the name that is already on the list.

6. After all groups have reported, go back through the list of animals and determine the following:

- Would each animal be a good pet? Have students express their opinions by a show of hands. Tally the vote beside the name on the class list. Encourage all students to participate. Ask the students what can be learned by an exercise like this (i.e., difference of opinion, clarification of information).
- Why did some students vote that a particular the animal would not be a good pet? Students may indicate that some pets are not appropriate in an apartment, some need a house with a fenced yard, some need to live on a farm or ranch, and so on. If students are unsure if an animal would be a good pet, ask if it would be a good pet in a specific place. For example, inner-city students might not think a horse would be a good pet, but they might agree that a horse would be a good pet if you lived on a farm.
- Are there any animals that the majority of students feel would not be good pets? Talk about wild animals and the need wild animals have for freedom. Discuss with the class the differences between wild animals and animals that are pets.

7. Conclude the activity by allowing students time to talk about their own pets. This could be in groups or volunteers could talk to the entire class.

Save the class list or group lists of animals for use in the next activity.

Enrichment/Extension:

Ask students to bring photos or pictures of their pet. (Pictures can be cut from magazines or newspapers.) If some students do not have pets, ask them to find a picture of the pet they would like to have or a pet in their neighborhood. Make a bulletin board of the photos and pictures to use as a frame of reference for discussions about pets. Let the class vote on the largest, smallest, cutest, and most unusual pets.

Note to Teacher:

Some students may be allergic to particular animals. Help the class understand that such allergies are common and are one good reason for not having a pet.

ANIMALS THAT WOULD BE GOOD PETS

Write the names of animals that would be good pets.	Tell why each animal would be a good pet for you.

ACTIVITY 2: THE NEEDS OF PETS

Introduction:

In this activity, students relate their own needs to the needs of pets, thereby becoming more aware of the care needed by pets.

Links to Subject Areas:

Learning about the needs of one's self is a good health activity. Relating these needs to the needs of animals is a good science activity. Extending what was learned about the needs of animals through writing can be incorporated into language arts.

Objectives:

1. To know that animals, like people, need food, water, air, room in which to move, exercise, shelter, care, and love.
2. To understand that people need to provide for the needs of pets.
3. To understand the work that is required to properly care for a pet.

Skills:

1. To identify the needs of pets.
2. To examine labels from pet food packages to determine nutritional value.
3. To compare students' own needs to the needs of animals.
4. To experiment to find out the ingredients of pet food.
5. To develop language through verbal or written expression of animal needs.

Anticipated Outcome:

Students will conclude that animals' needs are very similar to the needs of people. Students will also conclude that providing proper care for a pet is a big responsibility.

Time: 1-1 1/2 class periods.

Teaching Mode: Class discussion, teacher demonstration, student investigations or experiments.

Materials and Preparation: For the class—chart paper and pen or chalkboard and chalk, one jar of clear tap water, one jar of water with a few teaspoons of soil, a small twig or leaf, and a teaspoon of grease or oil added, a small sack (bag) of dry dog food (or cat food); for each student—a piece of brown paper bag about four inches square, a small paper cup, a copy of Handout 2-1; for extension/enrichment activity—old magazines, pet food containers, copies of Handout 2-2. You will need to prepare the two jars of water for the demonstration ahead of time and cut paper bags into four-inch squares.

Activity:

1. Begin the activity by asking each student to make a list of five or six things the student needs in order to stay healthy and happy.
2. Ask a few volunteers to share with the class the lists they made. Make a class list from these individual lists. Put the list on chart paper or on the chalkboard. Add to the list any other things that students feel are very important.

3. From the class list, students should be able to determine that they need food, water, air to breathe, shelter or a place to live, a bed or place to sleep, someone to care for them and love them, exercise, and other important things.

4. Next, ask the class to help develop a class list identifying the things animals, especially pets, need in order to be healthy and happy. Discuss with the class the need for food and water, shelter, exercise, grooming, and so on.

5. Have the students compare the two lists. Which of the things on the two lists are the same? Which things are different? What can the students determine from the two lists?

6. Conduct the following water demonstration for the class. Place the two jars of water in a place where all students can see. One jar should be filled with clear tap water. The other jar should have water with two or three teaspoons of oil added. Also added to the water should be a small twig, a small leaf, and a teaspoon of grease or oil.

Ask the students which water they would rather drink. Ask students why they answered the way they did. Compare students' needs for clean fresh water with similar needs for animals. You might extend this discussion by telling the students that sometimes animals have to drink water that is not very clean, but animals do not get sick quite as easily as humans when they drink unclean water.

7. Give each student a copy of the information found on two sacks of dog food (Handout 2-1). Discuss the quantities of food that are recommended for various sizes of dogs. Ask the students:

- What would happen if we gave a dog three times as much food as the directions indicate?
- What would happen if we gave the dog half of what is recommended?

8. Tell students that they are going to do a fun experiment to determine if there is fat in pet food. Give each student a four-inch square cut from a brown paper bag. Also give each student one or two pieces of dry dog food in a small paper cup. Let students put a small amount of water into their cups and crush the chunks of food with a pencil. When the food has been crushed, have students rub some of the liquid on the brown paper bag with their finger. Allow the liquid to dry. After the liquid has dried, if a translucent area remains, it is evidence that fat is present in the dried dog food. If you have more than one kind of pet food available, students can see whether the amount of fat varies from one kind of pet food to another. Explain to students that pets, like people, need a certain amount of fat in their diet.

9. End the activity with a discussion about the needs pets have in addition to food and water. Talk about the need pets have for being treated with care and love, the harm pets face from being kicked, beaten, teased, and treated cruelly; or the harm they can encounter from being chained or tied without shade and water. Let students create a picture, story, or poem about how they care for their pets or how they would care for their pets if they had them.

Enrichment/Extension:

Let students make a class mural or collage with pictures from magazines or pet food containers to show the various things pets need to stay healthy and happy.

Make copies of the recipes provided on Handout 2-2. At home students may want to try preparing a special treat for their pets.

FEEDING DIRECTIONS

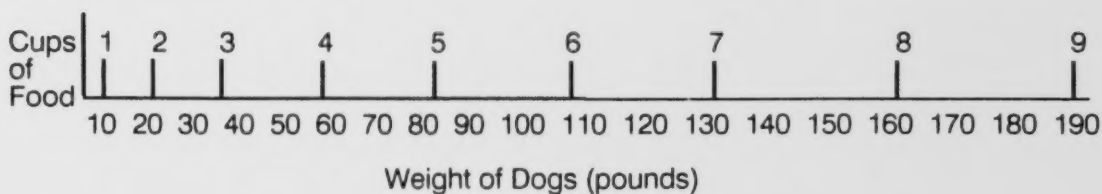
Below are two examples of the feeding directions you might find on a sack of dog food.

Dog Food #1

Size/Breed of Dog	Weight of Dog	Amount to Feed Per Day
SMALL (Poodle, Beagle, Dachshund, Miniature Schnauzer, etc.)	Up to 25 lb.	1-3 cups
MEDIUM (Cocker Spaniel, Basset Hound, Brittany Spaniel, Airedale, etc.)	25-50 lb.	3-5 cups
LARGE (Doberman Pinscher, German Shepherd, Labrador Retriever, Collie, etc.)	50-90 lb.	5-7 cups
GIANT (Great Dane, St. Bernard, Newfoundland, Bloodhound, etc.)	Over 90 lb.	1 cup per 12 lb. of body weight

Dog Food #2

Use dry or mixed with water. The chart below provides recommendations for feeding average dogs. Remember: dogs are individuals and actual amounts may vary with age, sex, and activity. Remember that a dog should have fresh water available at all times.



PET FOOD RECIPES

Scrapple

Scrapple is like the name sounds. You use up your scraps.

- 6 cups of meat broth
- 2 cups cornmeal, rolled oats, or a combination of the two
- 1/2 cup wheat germ
- 1/2 cup soy flour
- 2 or more cups meat or poultry scraps with fat
- 1 cup of tomatoes or tomato sauce
- 1 cup leftover vegetables
- minced onion or garlic
- 1 teaspoon sage or marjoram
- 1 teaspoon bone meal
- 2 tablespoons of kelp or 2 teaspoons of sea salt
- 1/4 teaspoon cayenne pepper

If you are using cornmeal, mix it with some of the cold broth to set it. This is not necessary with other grains. Boil the remaining broth and add the oats, soy flour, cornmeal, and wheat germ (mixed together to prevent lumping). Cook in a double boiler until thick. Add the vegetables, meat scraps, seasonings and bone meal and cook a bit longer. Pour into wet loaf pans and let set overnight. The next day, slice the scrapple and serve it as is or fry it like mush.

This makes a very good supplemental food for a dog.

Doggy Want a Cracker?

Rye Crisps

- 1 cup rye flour
- 1/4 cup soy flour
- 3 tablespoons lard, bacon fat, or oil, mixed with
- 1/3 cup water
- 1/2 teaspoon bone meal

Mix flours. Add liquid. Mix well. Roll out on cookie sheet and bake at 350 degrees until golden brown.

Wheat Crisps

- 1 cup whole wheat flour
- 1/4 cup soy flour
- 3 tablespoons lard, bacon fat, or oil, mixed with
- 1/3 cup water
- 1/2 teaspoon bone meal

Mix and bake as for Rye Crisps.

Oatmeal Crisps

- 1/2 cup whole wheat flour
- 1/4 cup soy flour
- 1 cup rolled oats
- 4 tablespoons lard, bacon fat, or oil, mixed with
- 1/3 cup water
- 1/2 teaspoon bone meal

Mix and bake as for Rye Crisps.

Vitamin Crisps

- 1 cup whole wheat flour
- 1/2 cup cooked greens (spinach, kale, turnip greens, Swiss chard, etc.) or carrots,
chopped in a blender
- 2 tablespoons oil or bacon fat
- 1 tablespoon alfalfa meal
- 2 tablespoons brewer's yeast
- 3/4 teaspoon bone meal

Mix ingredients together. Add enough milk, stock, or water to make a firm dough. Roll out flat on a cookie sheet. Bake at 350 degrees until barely brown.

All these crackers contain about 16 percent protein, 25 percent fat, and 59 percent carbohydrate.

Hard Biscuits for Dogs and Cats

- 1 cup whole wheat flour
- 2 tablespoons wheat germ
- 1/4 cup bran flakes
- 1/2 cup soy flour
- 1 tablespoon molasses (unsulphured)
- 2 tablespoons oil or fat
- 1 tablespoon kelp or 1 teaspoon salt
- 1 teaspoon sage
- 1/2 teaspoon bone meal
- 1/2 cup milk or water

Mix all ingredients together. Knead and shape into crescents, rounds, or sticks for dogs. For cats, roll out and cut into narrow strips or ribbons. Bake 25-30 minutes in a moderate oven (350 degrees) until lightly toasted. Watch the narrow strips, as they tend to get done sooner than other shapes. If the biscuits are not hard enough, leave them in the oven with the heat turned off for an hour or as long as desired.

These biscuits contain about 15 percent protein, 21 percent fat, and 64 percent carbohydrate.

ACTIVITY 3: WHOSE RESPONSIBILITY IS IT?

Introduction:

In this activity, students examine their own behaviors: how many students who have pets really care for the pets themselves or expect other family members to assume responsibility? After hearing a story about a boy and his dog, students look for alternative solutions to determine what is best for everyone involved.

Links to Subject Areas:

This activity can be used as a social studies lesson on family responsibility. It can also be extended as a language arts activity.

Objectives:

1. To understand the great responsibility involved in caring for a pet.
2. To know the various things pets need.
3. To be aware of alternatives if one cannot fulfill responsibilities.

Skills:

1. To listen to a story and determine alternative solutions or actions.
2. To create the ending to a story.

Anticipated Outcome:

Students will conclude that if one does not act responsibly, other solutions may be necessary.

Time: 1 class period.

Teaching Mode: Teacher reading; class discussion.

Materials and Preparation: For class—chalkboard and chalk; for enrichment/extension activity—old magazines, colored paper, and glue. You might want to read the story once prior to reading it to the class to anticipate questions or answers that could be posed by your students.

Activity:

1. Have students listen while you read the following story to the students. The story suggests a dilemma faced by a boy who is not fulfilling the responsibilities he has agreed to. Use the story as the springboard for a discussion about alternatives and potential solutions to the problem.

Henry and Heidi

Henry always wanted a pet of his very own. His sister, Martha, had goldfish. Why couldn't he have a pet, too? After all, he was almost nine years old! At dinner, Henry asked his mom and dad if he could have a puppy for his very own.

"Well," said Dad, "having a puppy is a big responsibility. Do you know what is involved in having a puppy?"

"Sure. I need to give it food and water," said Henry.

"You are right, son, but an animal needs more than food and water. A puppy needs a place to sleep, brushing to keep its coat shiny and healthy, lots of exercise, love, and attention."

"And you need to work with a dog to train it," added Mom.

"What kind of training?" questioned Henry.

"Dogs need to learn how to stay in the yard and not run away or run into a busy street where they might get hit by a car. Dogs need to learn when to bark and when not to bark. And dogs need to learn where they can go and where they are not supposed to go," said Dad.

"That's right, no dogs on my sofa!" exclaimed Mom.

"Mom, Dad, if you agree to let me have a puppy, I will take good care of it, feed and water it, brush it, and make a place for it to sleep in my room. I will train it really well. Oh, I promise that I will take good care of a dog," said Henry.

"If you promise, then you can have a puppy," agreed Henry's mom and dad.

So on Saturday morning, Henry's dad took Henry to the local animal shelter. Henry picked a beautiful German shepherd mix puppy for his very own. He already had a name picked out. His new puppy was named Heidi.

Heidi grew from a puppy to a beautiful dog. But Heidi was not the only one who changed. Henry changed also. He was now in fourth grade, he was playing baseball, and he had a paper route. Henry was too busy to feed his dog. He had to deliver his papers and did not like to ride his bike all the way home to feed Heidi in the morning. It was more fun to go to school early and shoot a few baskets with the guys. So Henry's mom had to feed Heidi in the morning. At night, Henry's dad fed the dog while his mom prepared the evening meal. Henry was usually late getting home because he stayed after baseball practice to talk with his friends.

Henry stopped spending time with Heidi. The only exercise Heidi got was when Martha took Heidi to the park to play ball or chase a stick, or took her for walks. This didn't happen very often. Heidi's coat was starting to look shaggy. Henry was always too busy to brush his dog. And Henry's mom was getting upset. Dog hair was getting all over the furniture and carpet.

At dinner, Henry's mom and dad decided it was time to talk about the problem.

"Henry," his dad said, "we agreed to let you have a dog if you would agree to take care of it. You promised that you would, but you have not been taking good care of Heidi. You, Mom, and I feed and water Heidi. Martha plays with her. And Mom is going back to work next week, so we all need to help get dinner ready. Martha needs more time to practice with her soccer team also. So unless you are willing to spend more time with Heidi and do the things you promised to do, we are not sure that you really want Heidi."

Henry hung his head with shame when his dad said, "We are not sure that you love Heidi any more. You just don't take good care of her."

"But I do love Heidi," said Henry.

"Then you need to tell us what you want to do," said Mom. "Do you want to take Heidi back to the animal shelter? What do you think should be done?"

2. Let the class discuss the situation. Ask the students what they think Henry should do. Giving the dog away was one option Henry's parents suggested. List each suggested option on the chalkboard. Then discuss the pros and cons of each suggestion. When the class has exhausted their list of possible options or alternatives, have the class as a whole decide on a solution or solutions to this problem or let students complete the story by writing an ending to explain what Henry should do to solve his problem.

3. Finally, ask the students to think about their own pets. Ask each student to make a list of three things they could do to care for their pets better. If some students do not have pets, ask these students to make a similar list of the things they would do to give a pet good care and love.

Enrichment/Extension:

Have students find pictures in a magazine showing someone taking care of a pet. Provide colored paper and glue. Students should paste each picture on a piece of colored paper; beneath the picture, students should describe how the pet shown is being cared for.

Have students look in newspapers or magazines to find stories about pet problems for a bulletin board. Then discuss each problem with the class and let the class determine the problem and whose responsibility the problem is.

Note to Teacher:

Because of sequencing, you may want to teach activities 6 and 14 following this activity. Feel free to move ahead to these two activities.

ACTIVITY 4: RELATIONSHIPS BETWEEN ANIMALS AND OWNERS

Introduction:

Pets provide friendship and companionship to their owners. However, some animals are used for reasons other than as pets. In this activity, students examine the expectations they place on their pets and examine the expectations people have of "working animals." (Activity 8 in week 2 extends this concept through the use of a guest speaker.)

Links to Subject Areas:

This activity can be used as a science lesson or social studies lesson on the usefulness of animals to humans. It can also be a good language arts activity.

Objectives:

1. To understand that animals can be appreciated by humans for many reasons.
2. To know the tasks many "working animals" perform.
3. To understand that humans have various expectations for animals.
4. To understand that working animals need the same responsible care and affectionate companionship as nonworking pets.

Skills:

1. To identify characteristics that make some animals good working animals.
2. To demonstrate the tasks performed by working animals.

Anticipated Outcome:

Students will conclude that their expectations for their pets are often quite different from the expectations placed on working animals, but the needs of the animals are the same.

Time: 1 class period.

Teaching Mode: Small-group work and presentations; class discussion.

Materials and Preparation: One copy each of Handouts 4-1 through 4-6.

Activity:

1. Divide the class into six groups. Give each group one of the six handouts included with this activity. You may give each group only the picture or the picture along with its written description. If you distribute the descriptions, let each group select a good reader to read the description to the group.
2. Ask each group to study its picture carefully. Tell the groups to work as quietly as possible so the other groups do not hear which animal the group will be presenting. Tell the groups that they must decide from the pictures, or the information provided with the pictures, how to present their working animals to the rest of the class without telling the class directly what the work being done is. Each group will need to decide who in the group should do the presentation. Allow about ten minutes for the group work.
3. As each group presents its working animal to the class, the class should try to guess what kind of work the animal is doing. The presenters may need to give clues to the class.
4. After each group has done its demonstration and the class has had an opportunity to guess what task each animal does, use the following questions for a class discussion.
 - What do people expect from each of these animals?

- What do we expect from our pets?
- Do these animals have the same needs as nonworking pets?

5. Conclude the lesson with any questions students have about the different expectations we have for pets and for working animals.

Enrichment/Extension:

Have students find a picture at home of an animal that is a working animal. This may be a picture from a magazine or newspaper, a photograph, or a drawing done to illustrate a television program. When students bring these pictures to school the next day, let them describe to the class what kinds of working animals their pictures show. Be aware in listening to these descriptions of the difference between exploiting an animal and having it as a working companion.

WORKING ANIMALS

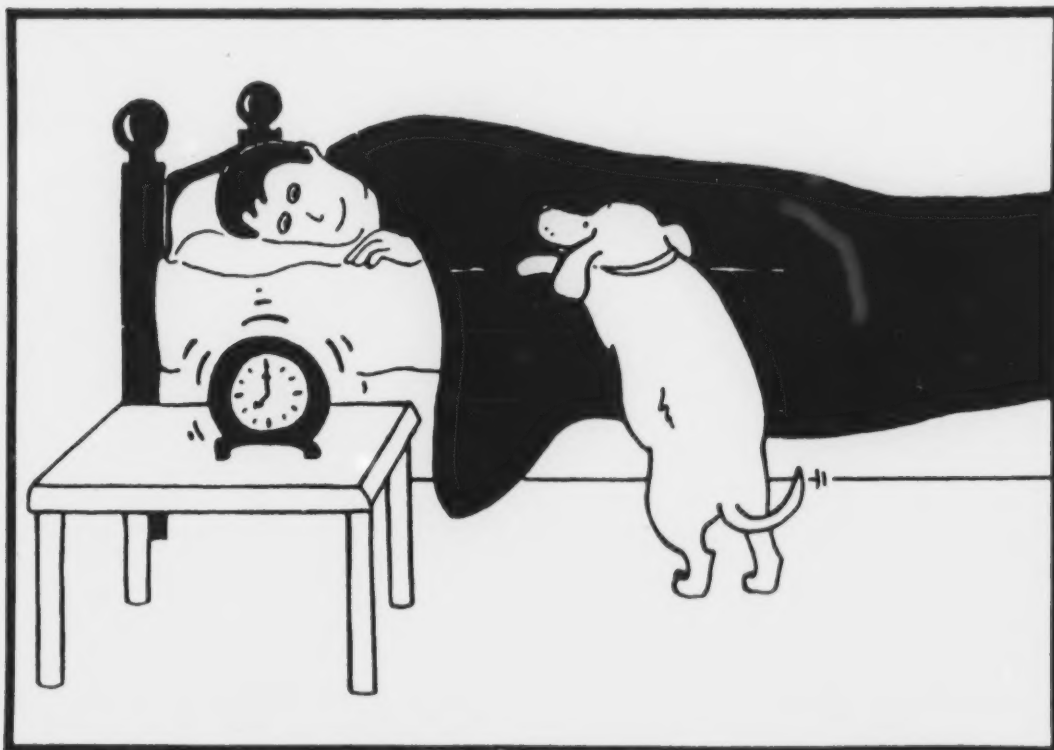
Study this picture. What kind of work does this animal do? Plan a presentation about the animal. Your presentation should give clues to what your animal is and what kind of work it does. The class will guess the animal and its work.



Some people are blind and cannot see with their eyes. A very specially trained dog can be the eyes for a blind person. The guide dog helps a blind person walk from place to place, cross streets, and climb stairs. The dog has very good eyes and ears. It knows when cars are coming or when the light is red and it is safe to cross the street. A guide dog is not a pet, but it is a friend and helper for the blind person. It needs the same good care as a pet.

WORKING ANIMALS

Study this picture. What kind of work does this animal do? Plan a presentation about the animal. Your presentation should give clues to what your animal is and what kind of work it does. The class will guess the animal and its work.



Some people are deaf and cannot hear with their ears. Hearing dogs are trained to help a deaf person know when the phone is ringing, when someone is at the door, when the fire alarm is ringing, when a pot is boiling on the stove, or when other things occur that make sounds. A hearing dog is not a pet, but it is a good helper to someone who is deaf. A hearing dog is a friend and needs the same good care as a pet.

WORKING ANIMALS

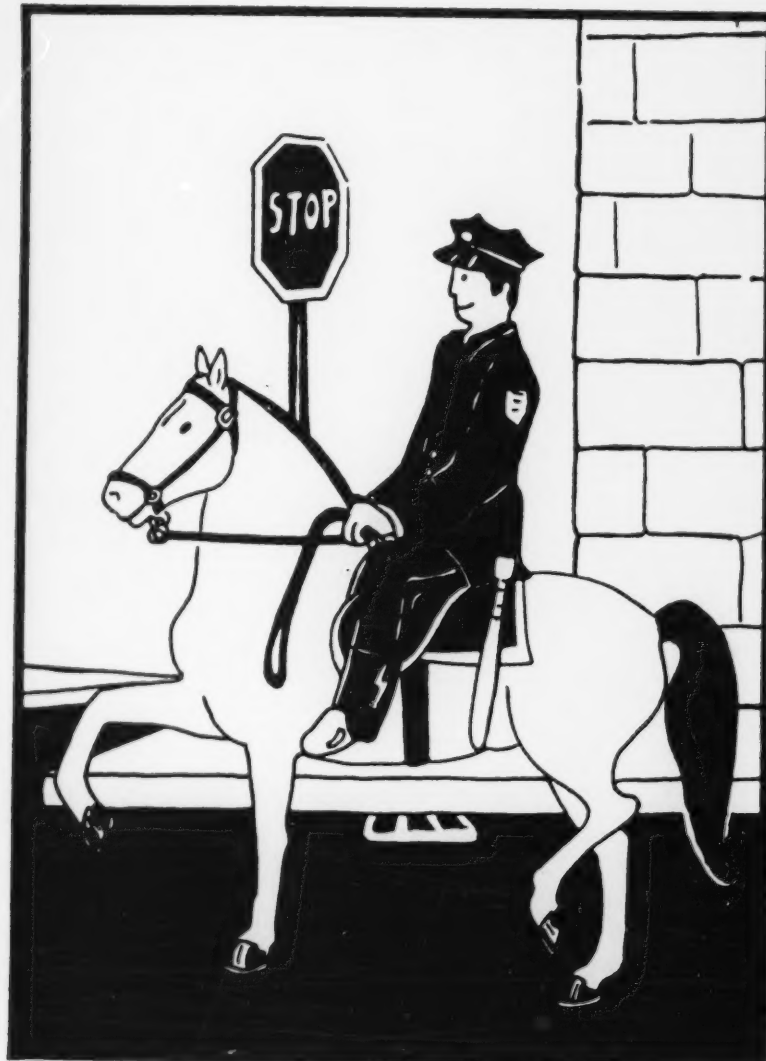
Study this picture. What kind of work do these animals do? Plan a presentation about the animals. Your presentation should give clues to what your animals are and what kind of work they do. The class will guess the animals and their work.



In some places where there is too much snow for cars or trucks, dogs are used to pull sleds carrying food, supplies, and people from place to place. This means of transportation is very important, and the sled dogs must be very well trained for this important job. These dogs are not considered pets, but they are considered to be special helpers and good workers. They need the same good care as pets.

WORKING ANIMALS

Study this picture. What kind of work does this animal do? Plan a presentation about the animal. Your presentation should give clues to what your animal is and what kind of work it does. The class will guess the animal and its work.



In some cities, it is easier for policemen and policewomen to do their work on horses than in cars. The horse and rider can go across parks or other areas where cars cannot go. Some park rangers also use horses to help them patrol campgrounds or hiking areas, always being alert for people in need of help. The horse is not a pet, but it is a good helper and makes work easier for people. It needs good care, just like a pet horse.

WORKING ANIMALS

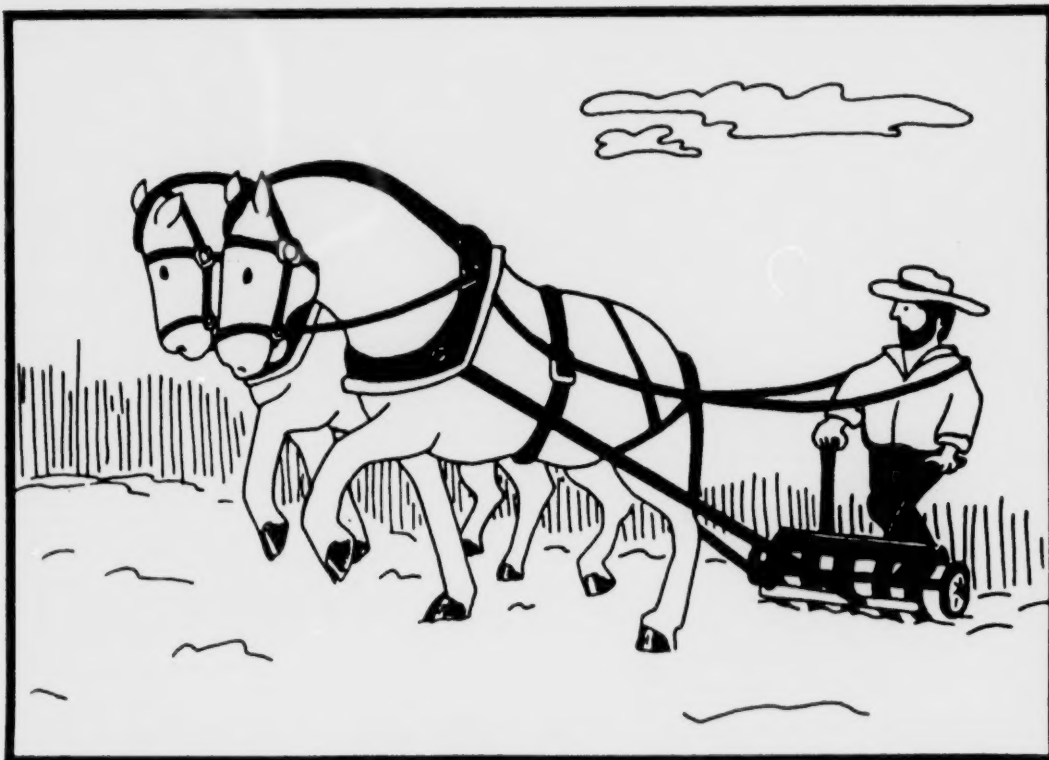
Study this picture. What kind of work does this animal do? Plan a presentation about the animal. Your presentation should give clues to what your animal is and what kind of work it does. The class will guess the animal and its work.



When police officers think drugs have been hidden somewhere, specially trained dogs can be used to help find them. These dogs have been trained to use their noses to find drugs. Because their noses are so good, drugs are often found. People with drugs can be arrested. Because of the work these dogs do, they cannot be pets, but they are treated as very special workers. They need the same good care as a pet.

WORKING ANIMALS

Study this picture. What kind of work do these animals do? Plan a presentation about the animals. Your presentation should give clues to what your animals are and what kind of work they do. The class will guess the animals and their work.



In some parts of the world, horses are used to help with farming. The horses pull a plow and help prepare the soil for planting. Horses are an important part of this family. Farming would be much harder work without the horses to pull the plow or carry heavy loads. These animals are not family pets, but they are family workers and helpers. They need good care, just like pet horses.

ACTIVITY 5: CLASSROOM PET, YES OR NO?

Introduction:

Many students may have family pets and share the responsibility for caring for those pets. Other students may not have the opportunity to care for a pet. Having a pet in the classroom can be an opportunity for these students to care for a pet. Having a classroom pet can also help students learn the meaning of responsibility and why sharing tasks is very important. However, the same kind of care and responsibility found at home needs to be observed in schools. If it is not or if it cannot be provided, then having a pet in the classroom is **not** appropriate. Because of the important considerations that need to be addressed, frequently classroom teachers and students alike find they cannot care for a classroom pet.

This activity is not intended to advocate classroom pets. Rather, it provides an opportunity for the class to decide whether to have a classroom pet. This experience will afford students practice in a process of decision making they can use in deciding whether to get a pet of their own later.

Links to Subject Areas:

This activity fits nicely into any science activity on animal needs. It also is a good social studies lesson on citizenship—individual rights and responsibilities. The enrichment/extension can be used as a language arts activity.

Objectives:

1. To understand the importance of working together to accomplish a task.
2. To learn the tasks necessary for caring for a pet in a classroom.
3. To distinguish between classroom tasks (i.e., picking up attendance slips or lunch counts) and tasks of caring for a living organism.
4. To know the needs of pets.
5. To understand the importance of responsibility and sharing.

Skills:

1. To decide whether to have a classroom pet.
2. To make a caretaker chart listing tasks and responsibilities.
3. To develop a set of classroom rules for pet care.

Anticipated Outcomes:

Students will conclude that a classroom pet is everyone's responsibility and that the care of a classroom pet can be shared so that each student has the opportunity to do each job.

Time: 1-2 class periods. During the activity, the students decide whether having a class pet is appropriate. If it is, they discuss how to care for it and establish rules for providing care. Caring for a classroom pet, however, will be an ongoing project throughout the year.

Teaching Mode: Class discussion; small-group discussions; concluding class discussion.

Materials and Preparation: Chalkboard and chalk; if a classroom pet is selected—poster board, construction paper to make envelopes, 3" x 5" index cards (one for each student), marking pen, glue, cage, bedding, food, food dish, water holder, and so on. Because of the materials that will need to be gathered if a classroom pet is selected, you may want to plan to have the class make the decision one day and do the remaining activities on a subsequent day. Note that students may have spare supplies and equipment at home that could be used for the classroom pet.

Activity:

1. In a class discussion, review the needs of pets with the class. List these needs on the chalkboard.
2. Extend this discussion to how the needs of a pet might be different if it lived in your classroom. Students should be aware that size of the animal would be one determining factor. Students should also be aware of the need for a safe place for the pet to live in the classroom.
3. Ask the students to think of animals that might make good classroom pets. Brainstorm and develop a list of "typical" classroom pets. As these animals are named, write each name on the chalkboard. Talk about the pros and cons of each of the pets listed. When students cannot think of any other animals for the list, go back and discuss the pros and cons of having each animal as a classroom pet. Be sure to discuss that students would have the responsibility for caring for the pet. Ask the students to seriously consider the needs of the pet as well as their own needs.
4. Ask students to vote on whether they think a class pet is appropriate, given the foregoing discussion.
5. If students decide a pet is appropriate have the class agree on the animal that would be the best classroom pet. Students should know or be told that the teacher still has the final decision on the pet that is selected, since the needs of the pet as well as school and public health rules must be considered.
6. Once the class has settled on one particular animal that would be a good classroom pet, ask the students to help you make a list of five jobs that the students can do to take care of their pet. This list might include giving the animal food and water; changing the litter, bedding, or paper in the animal's cage; providing treats for the animal; and so on. (This would be an appropriate place to break the activity so materials can be prepared for the remaining steps.)
7. When the jobs have been identified, write a description of each on a half sheet of construction paper. Then tape the five half sheets on the bottom of the posterboard. The half sheets should be attached in such a way that they also serve as pockets for the students' index cards.
8. Next, give each student an index card on which to write his or her name. Assign one person to collect the cards and divide them into five equal (or near equal) groups.
9. Insert each group of cards into one of the five pockets. After you have acquired the classroom pet and all of its supplies, the care schedule can be put into use.
10. After the care schedule has been completed, divide students into groups of four. Let these students work together and determine two important rules necessary for the health and safety of the classroom pet. Allow students a few minutes to work together. Then call the class back together. Let each group give its two rules. Write all the rules on the chalkboard, eliminating duplicate rules or very similar rules.
11. When all rules have been presented, ask the class to determine which of the rules are the five to seven most important ones. After the rules have been determined, write these rules at the top of the caretaker schedule so everyone can read them. The completed schedule should look like the example on page 35.
12. Finally, let the students determine what would be a fair penalty for breaking the pet health and safety rules. Post the list of penalties next to the caretaker schedule.
13. Conclude the activity by discussing the importance of following the pet health and safety rules. Ask students to compare these rules to rules that students should follow for personal health and safety.

CARETAKER SCHEDULE

Rules

- 1.
- 2.
- 3.
- 4.
- 5.

Bill	Sally	Sue	Jose	Pat
Food/ Water	Treats	Litter	Exercise	Grooming

Enrichment/Extension:

Ask each student to pick a name for the new classroom pet. Have each student write the suggested name on a piece of paper along with a brief (50-to 100-word) explanation of why this name was selected. Invite a panel of impartial judges to select the winning entry.

WEEK TWO

COMMUNITY HELPERS AND THE LAW

Students in the early elementary years inevitably examine rules as a means of learning about the process of governing. By applying this idea to rules and laws related to pets, the activities in this week reinforce and extend that earlier learning. In addition, they supplement the lessons on community helpers that are part of every third-grade social studies curriculum.

"Rules: Home, School, Pet, The Community" helps students develop the understanding that there are rules that must be followed in all parts of their lives; pet ownership involves a special set of rules. "Making Laws for Pets and People" widens the focus, looking at community laws related to pets and the people who enforce those laws; the activity includes a classroom visit by an animal control officer.

"Dogs as Community Helpers" looks in more detail than previous activities at the special ways dogs serve humans; emphasis is placed on the training given dogs working to aid police officers, the visually impaired, and the hearing impaired. While extending the concept that pet ownership involves responsibility, "Community Helpers in Choosing a Pet" makes students aware of the jobs and roles played by veterinarians, animal shelters, and the American Humane Association.

ACTIVITY 6: RULES: HOME, SCHOOL, PET, THE COMMUNITY

Introduction:

This activity, which builds on what children learned earlier, particularly in activity 1, is designed to help students think about rules and ordinances that affect pets at home and in the community. The activity begins with a review of rules that students are most familiar with: rules at home and at school. It is expected that students will understand that behaving responsibly in personal and social situations is often a condition of certain rules. Students can see that a rule that says you cannot play with matches protects them, while a rule that says you must brush your teeth is a rule for good health. Students should realize that we may not always like certain rules at certain ages, but they are a part of life and serve a purpose.

In the second part of the activity, students learn that when a pet becomes a part of a family, new rules and responsibilities that did not exist before may come into being. Being a pet owner brings responsibility but positive benefits as well.

Links to Subject Areas:

This activity can be used as part of a social studies unit on responsibilities and rules. The reading portion of the activity can be used in language arts.

Objectives:

1. To understand that most situations in our daily lives have rules.

Skills:

1. To list home and school rules.
2. To fill out a duty chart or to read and report on a book about a pet.

Anticipated Outcomes:

Students will recognize that there are rules that must be followed in all parts of their lives. They will be aware that pets and pet ownership create rules and responsibilities for those who own pets and other family members. Students will begin to see the reasons for rules and the benefits they provide at home or at school.

Time: 1-2 class periods plus one-week homework.

Teaching Mode: Teacher-guided discussion; development of individual rule lists; class discussion of lists; completion of duty roster or reading pet-related book; class discussion.

Materials and Preparation: For class—chalkboard and chalk; for each student—paper, pencil, and Handout 6-1 (if student has a pet) or one of the books listed in the **Background Information** section. You may want to meet with the school librarian or media specialist prior to using the activity to ensure that an adequate supply of pet-related books is available.

Activity:

1. Begin the class discussion by having students try to decide why we have rules and how the rules we have at home and school affect the way we act and behave. Students might want to distinguish between a right and a rule and identify how responsibility is attached to both.
2. After the discussion, have students list—on paper—as many rights and rules as they can. They should develop lists for their lives in school and at home.
3. Compare the home list with the school list. What are the similarities and differences between the lists? Are there responsibilities attached to both lists?

4. For students who have pets in their homes, the following activity can enrich the class activity. Pass out a duty roster (Handout 6-1) and have students perform as many duties as they can for a week. Not all duties will be needed by all pets. At the end of the week, students should return their duty rosters to class and talk about the following:

- How well did you complete the tasks outlined?
- Did it help to have the chart?
- Did pets get more attention because of the chart?
- Did seeing a list of responsibilities make you more responsible?

5. Students who do not have pets at home might read one of the books listed in the **Background Information** section and report on the issues of responsibility found in the story. This discussion can supplement the duty roster discussion.

Enrichment/Extension:

The students could make a class list of home and school rights and responsibilities by compiling their individual lists. Students who completed the duty roster as part of the activity might read one of the pet-related books as an extending activity.

Background Information

This list provides a small sample of books related to pets to be found in libraries. Your school librarian or media specialist can help you compile a list of books from which your students can make their selections.

Anderson, Lonzo. *Ponies of Mykillengi*. Charles Scribner's Sons, 1966. Two children and their ponies find themselves in an earthquake and snowstorm. One pony must be walked because she is near to foaling time. She gives birth during the storm. The animals and children find their way home. Illustrations include ponies inside a shelter. Good basis for discussing horse care. Particularly popular with grade 4.

Arnold, Caroline. *Pets Without Homes*. Clarion, 1983. This book presents a nonfiction photographic essay about an animal shelter.

Baylor, Byrd. *Hawk, I'm Your Brother*. Charles Scribner's Sons, 1976. Indian boy steals a young hawk from its nest. The boy sets it free after realizing that it is unhappy. (Birds of prey are protected.) Lower elementary.

Burchardt, Nellie. *Project Cat*. Franklin Watts, 1966. A group of children finds an injured hungry cat at their housing project, where pets are not allowed. At the onset of winter, they petition the mayor to allow pets at the project. He agrees that if he is allowed a pet, then the children should be allowed pets. The cat is adopted by one of the children. The story can lead to a discussion of pets and rental property. Grades 4-6. Note: New law permits pets in federal housing projects.

Cleary, Beverly. *Socks*. William Morrow, 1973. Two children are selling unwanted kittens on the street. A young couple purchases Socks, a white-pawed kitten. They have him neutered when he is old enough and provide him with a warm indoor place. When a new baby arrives, they have little time for the cat and do not recognize his needs. Grades 4-5. Note: For further information on babies and cats, see "Cats and Babies," *Cats* magazine, April 1985, pp. 53-57.

Fisher, Aileen. *Listen Rabbit*. Thomas Y. Crowell, 1964. A boy tries to make friends with a wild rabbit throughout the spring and summer but is not allowed close. The following spring, when he finds a litter of five belonging to the wild rabbit, he does not touch the wild creatures. Poetry format. Grades 3-5.

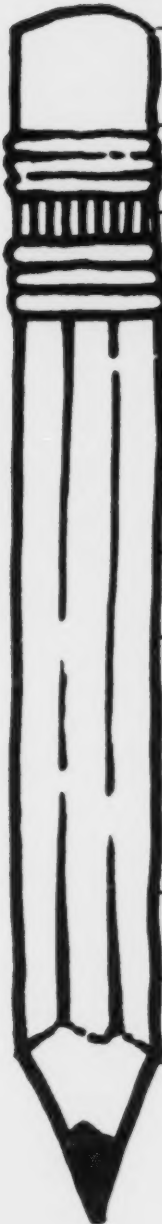
Fox, Paula. *One-eyed Cat*. Bradbury, 1984. A boy's experiment with an air rifle results in the wounding of a wild cat. Attempts to care for it form the basis of this story. Junior high.

- George, Jean Craighead. *Julie of the Wolves*. Harper and Row, 1972. Miyax, known as Julie by the white people, loses herself in the northern wastelands after running away from her husband. Julie is 14 years old. She makes friends with Amoraq, a wolf pack leader. He is later shot for sport. When she finds her father, who left when his wife died and Miyax was taken from him, she finds he has taken on the ways of the white man, using airplanes from which to shoot animals. She rejects the values of the white people and continues with her own Eskimo culture. Grades 5 +.
- Hess, Lilo. *A Cat's Nine Lives*. Charles Scribner's Sons, 1984. A purebred Persian cat's pedigree is not a guarantee of a good life, in spite of a responsible breeder. During the course of the story, she has five owners (a typical situation), is returned to the cattery, and finds herself in an animal shelter. The fifth owner is a lonely, withdrawn young boy who begins to make friends and read cat books when he is given Misty by a veterinarian. A book about "bonding, companionship, and stewardship" (Job M. Evans, *Cats* magazine, February 1985). Grades 4-6.
- Kaufman, Charles. *The Frog and the Beanpole*. Lothrop, 1980. Escaping from a laboratory, a rare species of frog teams up with a runaway teenager and joins the circus. A fantasy with a strong anti-animal experimentation message. Grades 4-6.
- McNulty, Faith. *The Lady and the Spider*. Harper, 1986. A spider is saved by a woman who admires its beauty and habits. Picture book.
- McNulty, Faith. *Mouse and Tim*. Harper, 1978. A boy captures a wild mouse. The story is told from the point of view of both the child and the mouse. Picture book.
- Peck, Robert Newton. *A Day No Pigs Would Die*. Knopf, 1972. The special relationship between a farm boy and his pet pig in the 1930s is beautifully (and sadly) depicted in this book. Junior high.
- Peet, Bill. *The Wump World*. Houghton Mifflin, 1970. Described as one of the better books by Bill Peet (whose works are not always humane) this is a commentary on pollution. The kindly Wumps are driven from their lands by the Pollutians. Lower elementary.
- Ryland, Cynthia. *Every Living Thing*. Bradbury, 1985. This is a collection of short stories about animals. Grades 5-7.
- Shivia, Mary Francis. *The Search for Grissi*. Dodd, 1985. A boy's search for his lost cat leads to a solution for other strays. Grades 3-5.
- Wagner, Jane. *J.T.* Dell Paperback, 1968. This book describes the life of a black child in Harlem and his attempts to save a wounded cat. Grades 3-5.
- Williams, Margery. *The Velveteen Rabbit*. Doubleday, 1958. In this Newbery award winner, the Velveteen Rabbit asks, "What is real?" "It's a thing that happens to you when a child loves you for a long, long time, not just to play with, but REALLY loves you, then you become real" replies the Skin Horse. A velveteen rabbit becomes a real rabbit changed by the nursery fairy because he has been loved as the Skin Horse described. Lower elementary.

MY DUTY ROSTER

Here is your personal duty roster. Use it to remind yourself of the things you need to do to take good care of your pet. Make an X or write a date after the chore under each day that you need to do the chore.

Hang your duty roster in a place where you'll see it first thing every morning.



CHORE	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Feeding							
Water							
Special Vitamins							
Exercise Daily a.m.							
p.m.							
Play/cuddle/love							
Cleaning							
Bath							
Brush/trim fur							
Veterinarian visit							
Other							

ACTIVITY 7: MAKING LAWS FOR PETS AND PEOPLE

Introduction:

This activity gives students an opportunity to learn about pet ordinances by comparing their own ideas and experiences with those of a local animal control officer. Pets serve as appropriate content for teaching young children what laws are and why we need them. While most ordinances and laws—from licensing and operating motor vehicles to protecting free speech—are directed primarily toward adults, young children are care-providers for pets and therefore need a working knowledge of leash laws, licensing, and other local regulations regarding pets.

Links to Subject Areas:

This activity can serve as a social studies or language arts lesson. It can also be used as part of a career awareness strand.

Objectives:

1. To understand that community laws concerning pets protect people and animals.
2. To understand that citizens have a role in developing laws or rules for a community.
3. To know the role of the animal control officer in enforcing the rules of community regarding pets.

Skills:

1. To express ideas about laws orally and in writing.
2. To analyze and evaluate different ideas about the types of laws that are needed for pets by comparing student ideas with existing local ordinances.

Anticipated Outcomes:

Students will become more aware of community rules governing pet ownership. They will see the animal control officer as a person who protects the rights of animals and people, rather than as the stereotypic "dog catcher."

Time: 1 or 2 class periods for writing and discussing laws about pets and an additional period for the animal control officer to help students analyze the laws they developed and respond to questions about the role of the animal control officer in the community.

Teaching Mode: Teacher-guided discussion; small-group work; preparation for guest speaker; interaction with guest speaker.

Materials and Preparation: For class—chalkboard and chalk, newsprint and pen for posting student-developed ordinances; for each student—paper, pencil, art supplies. An edited version of a local animal ordinance (Colorado Springs, CO) and information about the work of the animal control officer are provided as teacher background. (You may wish to obtain the animal control ordinances for your community.) A working knowledge of these documents will help you guide students in developing laws they want for the community. These resources are not suitable for student use. Contact the local animal control department to make arrangements for an officer to come to your class and participate in an analysis of the laws that your students develop and to discuss his/her daily work.

Activity:

1. Tell students to imagine that the city council has decided to replace all existing laws about pets with new ones. Explain that the class will break into special committees to write new laws about animals. These laws should protect the people and the pets of the community. Write the word *law* on the board and explain that a law is a rule that everyone in the community is expected to follow. (If you

or the animal control officer will be using the term *ordinance*, explain that it is another word that means the same as law but usually applies to laws written by local communities.)

2. Ask each student to think of at least one rule that will help pets and one rule that will help people. To get them started, ask: Has anyone in the class had any personal experiences with laws about pets? Use their responses to suggest some areas of laws that may be important. While they are thinking about the laws they want to propose, make a chart as follows on the board to record their ideas:

Protect Animals	Protect People

3. Ask students: Are there any important needs of people or pets that have not been protected? The model ordinance may suggest areas that the students have not considered, such as exotic animals, animal shelters, or sanitation. Ask students to analyze the list with this question: Do your suggestions show a concern for both people and pets?

4. When this list is satisfactory, assign students to committees to write a law based on one or more of the ideas from the list.

5. Post the laws developed by the committees and ask the class to evaluate the laws they have written. Are there some laws that members of the class oppose? Do some of the laws need to be improved? Will some of the laws be difficult to enforce?

6. Explain to the class that an animal control officer will be coming to class to help analyze their ideas and tell them about the animal ordinances in their community. If you have time, you may wish to have the students draw pictures of what they think the animal control officer looks like and does. These drawings can be used after the visit to discuss how accurate or inaccurate their views were.

7. To prepare the students for the guest speaker, have each committee select a representative who will tell the guest about its law and ask how this law developed by students is similar to or different from the one currently being used. After they have completed this task, have a whole-class discussion in which the students develop questions that will provide insight into the role of the animal control officer in the community. Guide students toward such questions as: What's the best/worst thing about your job? Which laws would you like to see changed? and Which laws are most difficult to enforce?

8. Conduct the visit, allowing about 10 minutes for the officer to describe his/her work (in response to student questions) and 20 minutes for analysis of the student-developed laws and related discussion.

9. To evaluate student understanding of the concept that animal ordinances are designed to protect both people and pets, have the students write a pet ordinance for pets at school or pets at home. If some of their ideas address real needs, perhaps the students can write letters to elected representatives suggesting how the laws can be improved.

Enrichment/Extension:

Following the officer's visit, the students could draw pictures of the officer at work.

Background Information:

Animal Control Officer

Animal control officers enforce local laws regarding animal ownership. They protect the rights of citizens and animals, which is the purpose of these laws.

Some people secure a pet just like they buy a couch, not realizing the pet needs much more care and protection than the couch and that, unlike the couch, when they tire of the pet, they cannot trade it in on a new one or take it to the dump.

Often when animal care is challenged by the animal control officer, the owner responds in a vocally or physically negative way. This same person would not behave in a similar manner to a traffic officer issuing a speeding ticket. Both officers are protecting rights and enforcing responsibility.

The day-to-day work of an animal control officer includes such things as picking up lost dogs, answering complaints about barking dogs, and rescuing wayward raccoons, squirrels, cats, and snakes. Unfortunately, they must often pick up an animal that has been injured or killed in traffic. If the owners of animals were responsible to the laws and to the rights of their pets, this part of the officer's job would decrease.

Animal control officers have the authority to impound an animal that is running at large, is vicious, or is being abused. Impounding is done to protect the animal or citizens. These officers also have the authority to issue citations, which upon conviction can lead to a fine and/or imprisonment.

City of Colorado Springs, Colorado Animal Ordinance

Chapter 11: Regulation of Animals

- Article 1 General Provisions
- Article 2 Regulation of Dogs and Cats
- Article 3 Regulation of Hoofed Animals
- Article 4 Impoundment, Redemption and Disposal of Animals

Article 1 General Provisions

Section:

- 11-1-101: Definitions
- 11-1-102: Construction
- 11-1-103: Nonconforming Uses
- 11-1-104: City Animal Shelter
- 11-1-105: Animals Kept on Premises: Sanitary Requirements
- 11-1-106: Duty to Restrain Certain Animals
- 11-1-107: Vicious Animals
- 11-1-108: Rabid Pets or Animals
- 11-1-109: Specific Animals Prohibited
- 11-1-110: Exotic Animals; Permit Required
- 11-1-111: Exotic Animals; Application for Permit
- 11-1-112: Exotic Animals; Denial, Revocation of Permit
- 11-1-113: Exotic Animals; Failure to Obtain Permit; Impoundment
- 11-1-114: Noisy Pets or Animals Prohibited
- 11-1-115: Indecent Exhibition Prohibited

- 11-1-116: Animal Fights Prohibited
- 11-1-117: Cruelty to Animals Prohibited
- 11-1-118: Unlawful Sale or Display

11-1-104: CITY ANIMAL SHELTER:

A. The City shall provide and maintain an animal shelter in a suitable location within or near the City for the impoundment of animals as provided in Articles 1 through 4 of this Chapter.

B. The City may provide by contract with any public agency, private society or association which is interested in the humane care and treatment of animals, for the establishment, maintenance and operation of such animal shelter. (Ord. 74-114; 1968 Code Section 11-123; 1980 Code)

11-1-105: ANIMALS KEPT ON PREMISES; SANITARY REQUIREMENTS: Animals may be kept within the City upon compliance with the following requirements:

A. All fecal waste shall be removed as necessary from premises and placed in closed fly-tight containers. The contents of said containers shall be removed from the City as necessary to prevent such contents from becoming a nuisance.

B. The premises upon which animals are kept shall be maintained in a clean and sanitary condition and shall be subject to inspection at all reasonable hours by representatives of the Health Department.

C. The premises upon which an animal is kept shall be fenced or the animal tied so that the animal while unattended is securely contained thereon and is not a danger to persons or property.

D. The number of rabbits or fowl shall not exceed one rabbit or fowl for each nine (9) cubic feet of enclosed area exclusive of shed, shelter or coop, and such shed, shelter or coop shall contain an area of not less than two (2) square feet for each rabbit or fowl. The maximum number of rabbits or fowl maintained on a premises shall not exceed ten (10) each of the age of six (6) months or older.

E. The maximum number of dogs or cats kept on the premises shall not exceed four (4) each after attaining the age of four (4) months, except in conformance with Section 11-2-109 et seq. (Ord. 74-114; 1968 Code Section 11-113; 1980 Code)

11-1-06: DUTY TO RESTRAIN CERTAIN ANIMALS:

A. It shall be the duty of any owner or keeper of a dog or a hoofed animal to keep such dog or hoofed animal under such control or physical restraint as to prevent such dog or hoofed animal from becoming a danger to persons or property or from trespassing upon the property of another.

B. It shall be the duty of any owner or keeper of any dog or hoofed animal to restrain such dog or hoofed animal from running at large upon the streets, sidewalks, alleys, parks or other public places in the City.

C. It shall be unlawful for any person to fail or refuse to comply with the duties set out in this Section. In any action for enforcement of this Section wherein the animal in question is a bitch in heat, the court shall consider such fact in the imposition of a fine or penalty. (Ord. 74-114; 1968 Code Section 11-115; 1980 Code)

11-1-107: VICIOUS ANIMALS:

A. It shall be unlawful for any person to own or keep any dangerous, fierce or vicious animal. Such animal is hereby declared a nuisance and may be taken up and impounded or confined, as provided in this Chapter; provided, however, that if any dangerous, fierce or vicious animal found running at large cannot safely be taken up and impounded, such animal may be killed by any peace officer. Upon conviction of any person for a violation of this Section, the judge may order that such animal be destroyed. For purposes of this Section, a dangerous, fierce or vicious animal is defined to be any animal that attacks or bites a person or animal anywhere in the City other than upon the property of the owner or keeper. (Ord. 75-125; 1968 Code Section 11-116; 1980 Code)

B. It shall be the duty of the owner or keeper of any dangerous, fierce or vicious hoofed animal to prevent such hoofed animal from trespassing or running at large. In the event that any dangerous, fierce or vicious hoofed animal is found trespassing or running at large, the owner or keeper of such hoofed animal shall be deemed guilty of a violation of this Section. Such hoofed animal is hereby declared a nuisance and may be taken up and impounded or confined, as provided in Article 4 of this Chapter. Upon conviction of any person for violation of this Section, the judge may order that such hoofed animal be destroyed. For purposes of this Section, a dangerous, fierce or vicious hoofed animal is defined to be any hoofed animal that attacks, bites or gores a person or animal upon the streets, sidewalks or any public or private place in this City. (Ord. 74-59; 1968 Code Section 11-143.8; 1980 Code)

11-1-108: RABID PETS OR ANIMALS:

A. Where the Humane Officer or Director of Health has reasonable cause to believe that an animal is rabid or has bitten a person or other animal, such animal shall be confined in accordance with section 25-4-604 CRS 1973, as the same may be now or hereafter amended. (Ord. 75-6; 1968 Code Section 11-116; 1980 Code)

B. Whenever in the opinion of the Director the danger to the public safety from rabid animals is imminent the Mayor shall publish in a daily newspaper a proclamation requiring all persons owning, keeping or having any dog, cat or other animal to confine the same by good and sufficient means to the house, yard or building within his premises for such time as the Mayor shall in such proclamation declare. Such dog, cat or other animal shall only be allowed away therefrom during that time upon lease accompanied by the owner or other responsible person. (Ord. 74-114; 1968 Code Section 11-137; 1980 Code)

11-1-109: SPECIFIC ANIMALS PROHIBITED:

A. It shall be unlawful for any person to own or keep any rooster within the City. (Ord. 74-114; 1968 Code Section 11-117)

B. It shall be unlawful for any person to own or keep any hogs or pigs within the City. (Ord. 74-59; 1968 Code Section 11-143.10)

11-1-110: EXOTIC ANIMALS; PERMIT REQUIRED:

A. Except as provided in subsection B of this Section, no person shall own or keep within the City any animal which is not commonly domesticated or which is not common to North America or which, irrespective of geographic origin, is of a wild or predatory nature, without having first obtained a permit for such animal issued by the Humane Society.

B. The provisions of subsection A of this Section shall not apply to the owning or keeping of birds, small rodents or small non-poisonous reptiles not exceeding six feet (6') in length commonly used for educational or experimental purposes or for pets, nor shall such provisions apply to the owning or keeping of exotic animals by zoos, circuses or recognized institutions of learning or scientific research. (1980 Code)

11-1-114: NOISY PETS OR ANIMALS PROHIBITED:

A. It shall be unlawful for any person to own or keep any pet or hoofed animal which

by barking, howling, baying, yelping, crowing, crying or other utterance disturbs the peace and quiet of the neighborhood and such pet or hoofed animal is hereby declared to be a public nuisance.

B. Upon a second conviction entered and in addition to any other penalties that may be imposed, the Court may order the owner or keeper of such pet to abate such nuisance with five (5) days. Failure to abate such nuisance within five (5) days shall be deemed a separate offense under this Section.

C. For the purposes of this Section, "neighborhood" means the area within five hundred feet (500') of the exterior boundaries of the premises where the pet resides; "disturb" means to unreasonably annoy, perturb or interfere with the quiet enjoyment of another's premises. (Ord. 74-59; Ord. 75-103; 1968 Code Section 11-118, 11-143.11; 1980 Code)

11-1-116: ANIMAL FIGHTS PROHIBITED: It shall be unlawful for any person to allow or promote any fight between animals or fowl or to allow or permit any such fight in any house or upon any premises in his possession or under his control. (Ord. 74-114; 1968 Code Section 11-120)

11-1-117: CRUELTY TO ANIMALS PROHIBITED:

A. It shall be unlawful for any person:

1. To overload, overwork, torture, beat, mutilate, needlessly kill or otherwise treat any animal in a cruel and inhumane manner. (Ord. 74-114; 1968 Code Section 11-121)

2. To fail to provide any animal owned or kept by him with adequate and proper food or drink or protection from the weather, or with adequate space, consistent with the normal requirements and habits of the animal's size, species and breed. (Ord. 75-6; 1968 Code Section 11-121; 1980 Code)

3. To abandon any animal; or

4. To intentionally poison any animal.

B. Where there is reasonable cause to believe that an animal is being mistreated or is suffering from malnutrition, the Humane Society may impound such animal for treatment. For the purpose of carrying out the provisions of this subsection, the duly authorized employees of the Humane Society may enter onto private property.

C. In the event an animal is removed from private property pursuant to subsection B of this Section, a reasonable attempt shall be made to notify the owner or keeper of such animal. (Ord. 740-114; 1968 Code Section 11-121; 1980 Code)

11-1-118: UNLAWFUL SALE OR DISPLAY: It shall be unlawful for any person to sell, offer for sale, barter or give away any baby chicken, rabbit, duckling or other fowl, under eight (8) weeks of age, as a pet, toy, premium or novelty or to color, dye, stain or otherwise change the color of any such baby chicken, rabbit, duckling or other fowl; provided, however, that this Section shall not be construed to prohibit the sale or display of such baby chickens, rabbits, ducklings or other fowl in proper facilities by breeders or stores engaged in the business of selling such animals for the purpose of commercial breeding and raising. (Ord. 74-114; 1968 Code Section 11-122)

Article 2 Regulation of Dogs and Cats

Section:

- 11-2-101: Annual Inoculation Required for Dogs and Cats
- 11-2-102: License Required for Dogs
- 11-2-103: Dog License; Application
- 11-2-104: Dog License; Fee
- 11-2-105: License Permitted for Cats
- 11-2-106: Licenses; Expiration and Transferability
- 11-2-107: City Clerk; Authority to Designate Representative
- 11-2-108: License Tags to be Attached to Collar
- 11-2-109: License Required for Kennels
- 11-2-110: Kennel License; Application
- 11-2-111: Kennel License; Fee
- 11-2-112: Kennel License; Issuance

11-2-101: ANNUAL INOCULATION REQUIRED FOR DOGS AND CATS:

A. It shall be the duty of every person who owns or keeps within the City any dog or cat to have such dog or cat annually inoculated with anti-rabies vaccine by a licensed veterinarian.

B. When any dog or cat owned or kept by any person residing within the City becomes four (4) months old, the owner or keeper of such dog or cat shall have it inoculated within thirty (30) days of that date.

C. Within thirty (30) days after a person brings a dog or cat into the City, he shall have it inoculated unless he can show proof that such dog or cat has been inoculated with anti-rabies vaccine within the previous twelve (12) months, in which case the inoculation may be omitted.

D. It shall be unlawful for any person to fail or refuse to have his dog or cat inoculated as herein provided. (Ord. 74-114; Ord. 79-249; 1968 Code Section 11-133)

11-2-102: LICENSE REQUIRED FOR DOGS

A. Except as provided in subsection B, it shall be unlawful for any person to own or keep any dog over the age of four (4) months without obtaining a license therefor.

B. When any dog owned or kept by any person residing within the City becomes four (4) months old, the owner or keeper of such dog shall have it licensed within thirty (30) days of that date. (Ord. 74-114; Ord. 79-249; 1968 Code Section 11-113, 11-134)

11-2-103: DOG LICENSE; APPLICATION: The application for a dog license shall consist of certificate issued and signed by the veterinarian who performed the inoculation as set out in Section 11-2-101. The license receipt shall state the name, breed and color of the dog, the inoculation certificate number issued by the veterinarian, and for a guide dog for the handicapped, the animal's identification number. Upon presentation of the inoculation certificate to the City Clerk and upon payment of the appropriate fee, a license for such dog and a tag bearing a number corresponding to that of the license shall be issued. (Ord. 76-36; 1968 Code Section 11-134)

11-2-104: DOG LICENSE; FEE: The license fee shall be fifteen dollars (\$15.00) for each non-neutered male and non-spayed female dog, and for each neutered male and spayed female dog the fee shall be five dollars (\$5.00); provided, however, that no license fee shall be required for guide dogs used by the blind or partially blind, or the deaf or partially deaf. Persons sixty-five (65) years of age or older shall pay a license fee of thirteen dollars (\$13.00) for each non-neutered male and non-spayed female dog and three dollars (\$3.00) for each neutered male and spayed female dog. The license for spayed or neutered dogs may be issued only upon presentation to the City Clerk of an inoculation certificate, a certificate signed by a veterinarian stating that the dog has been spayed or neutered, and payment of the appropriate fee. (Ord. 78-249; Ord. 83-318; 1968 Code Section 11-134)

11-2-105: LICENSE PERMITTED FOR CATS: Any person desiring to license a cat may do so upon payment of a fee of five dollars (\$5.00) and proof of compliance with Section 11-2-101 of this Chapter. Upon request the City Clerk shall register the cat and shall issue a license. (Ord. 78-249; 1968 Code Section 11-134)

11-2-106: LICENSES; EXPIRATION AND TRANSFERABILITY:

A. All dog licenses shall be valid for a period of one year from the date of issuance, with no credit other than that authorized in subsection C hereof to be given for a license required for less than said period. Further, the owner of any dog which will remain within the City after the date on which the license expires shall make application to the City Clerk for the issuance of a new license pursuant to Section 11-2-103 prior to the first day of the month next following the expiration of said license. Any such application received after such date shall be considered delinquent and, in addition to the basic fee established in Section 11-2-104, shall be subject to a penalty of twenty five percent (25%) of said basic fee prior to the issuance of a new license. (Ord. 75-141; Ord. 79-249; 1968 Code Section 11-135)

B. All cats licenses shall expire in accordance with the above provision except that no penalty shall be applicable when the new license is not obtained by the first day of the month following the expiration of the previous license. (Ord. 74-114; Ord. 79-249; 1968 Code Section 11-135)

C. No dog or cat license shall be transferred from one owner to another; provided, however, that the license may be transferred to another animal of the same type upon presentation of an inoculation certificate and a showing of disposition of the dog or cat previously issued the license. (Ord. 74-114; 1968 Code Section 11-135)

11-2-108: LICENSE TAGS TO BE ATTACHED TO COLLAR: It shall be unlawful for any person to fail to provide a dog owned or kept by him with a suitable collar made of leather, metal or other substantial material to which shall be attached the license tag issued by the Clerk and a current rabies vaccination tag, where such dog is required to be licensed and inoculated. In the event any dog is found not wearing such collar with tags attached, the owner or keeper of such dog shall be deemed to be in violation of this Section. (Ord. 74-114; 1968 Code Section 11-136; 1980 Code)

Article 3 Regulation of Hoofed Animals

Section:

- 11-3-101: Hoofed Animals Kept on Premises; Sanitary Requirements
- 11-3-102: Hoofed Animals Kept on Premises; Zoning Requirements
- 11-3-103: Requirements for Keeping Hoofed Animals; Failure to Comply Prohibited
- 11-3-104: Requirements for Keeping Hoofed Animals; Exception
- 11-3-105: Hardship Permit; Application
- 11-3-106: Hardship Permit; Notice of Hearing
- 11-3-107: Hardship Permit; Hearing and Determination
- 11-3-108: Hardship Permit; Revocation

11-3-101: HOOFED ANIMALS KEPT ON PREMISES; SANITARY REQUIREMENTS:

A. 1. Premises within the City upon which hoofed animals are kept shall be maintained in such a condition as not to be foul, dangerous or detrimental to public health, or a breeding ground for rodents, animals or insects capable of transmitting disease to humans. Said premises shall be subject to inspection at all reasonable hours by representatives of the Health Department.

2. Conditions upon any premises not in compliance with this requirement are hereby declared to be a public nuisance, if so finally determined in each case by the Board of Health, and such conditions may be abated in the manner provided by Article 7 of Chapter 10 of this Code, or in any other manner as may be provided by the law.

B. Every person who occupies or controls the premises wherein hoofed animals are kept shall be responsible for the proper handling of the manure or excrement, and straw, hay, shavings, grass, weeds or leaves which have been used as bedding for such animals. Said manure or excrement and bedding as described herein shall be kept and temporarily stored at the farthest possible and reasonable point from any private dwelling or natural water course and shall be removed at least once every ten (10) days to an appropriate dump or disposal area; provided, however, this Section shall not be construed to apply to manure spread as fertilizer upon cultivated ground or lawns, unless any of the conditions as set forth in subsection A hereof shall develop.

C. Drinking facilities with adequate overflow drainage to prevent continuous saturation of surrounding soil shall be provided for hoofed animals. (Ord. 74-59; 1968 Code Section 11-143.3; 1980 Code)

11-3-102: HOOFED ANIMALS KEPT ON PREMISES; ZONING REQUIREMENTS:

A. Hoofed animals may be kept only upon compliance with the provisions of Chapter 14 of this Code.

B. The number of hoofed animals shall not exceed the maximum provided in Chapter 14 of this Code without a variance granted in compliance with Section 11-3-105 of this Article. No other governmental body shall have jurisdiction to grant a variance except in conformance with the aforementioned Section.

C. The shed, shelter, pen or enclosure for hoofed animals shall not be closer than fifty feet (50') to any dwelling house, place of business or street, unless otherwise provided in Chapter 14 of this Code. (Ord. 74-59; 1968 Code Section 11-143.2)

11-3-103: REQUIREMENTS FOR KEEPING HOOFED ANIMALS; FAILURE TO COMPLY PROHIBITED: It shall be unlawful for any person to keep any hoofed animal within the City except in compliance with the foregoing requirements, as set out in Section 11-3-101 and 11-3-102 of this Article. (Ord. 74-59; 1968 Code Section 11-143.4)

11-3-104: REQUIREMENTS FOR KEEPING HOOFED ANIMALS; EXCEPTION: The provisions of this Article shall not be applicable to any person engaged in operating a packing house or slaughter house governed by Colorado Health Department regulations, nor to any person keeping hoofed animals for a temporary period of time, not to exceed seventy-two (72) hours, in connection with the operation of such business. (Ord. 74-59; 1968 Code Section 11-143.5; 1980 Code)

11-3-105: HARDSHIP PERMIT; APPLICATION:

A. A hardship permit may be granted by the Director of Health if he finds that the strict application of the provisions of Section 11-3-102 of this Article will constitute an unnecessary hardship upon the applicant, and that the issuance of such permit will not jeopardize the health, peace or welfare of neighbors of the applicant. Such permit may allow the keeping of a greater number of hoofed animals than otherwise permitted, or the keeping of hoofed animals otherwise prohibited, or the keeping of hoofed animals under conditions other than those required.

B. Any person who desires to obtain a hardship permit shall file a written application with the City Clerk, which application shall be forwarded to the Health Department and the Regional Building Department. Such application shall contain the following information:

1. The name of the person to whom the permit is to be issued;

2. The location of the premises upon which the animals are to be located and the number of such animals to be maintained;

3. A brief statement of facts which the applicant feels warrant the issuance of such permit;

4. The signature of the applicant and the date of application. (Ord. 74-59; 1968 Code Section 11-143.6; 1980 Code)

11-3-106: **HARDSHIP PERMIT; NOTICE OF HEARING:** Within thirty (30) days of receipt of an application for a hardship permit, the Director of Health or the City Clerk shall cause written notice of a hearing to be sent to the applicant, to all landowners and occupants within four hundred feet (400') of the exterior boundaries of the applicant's property, and to the Regional Building Official. Service of such notice shall be complete upon the deposit of said notice in the United States mail, postage prepaid. Additionally, notice shall be published in the official newspaper of the City at least once five (5) days prior to the hearing. (Ord. 74-59; 1968 Code Section 11-143.6; 1980 Code)

11-3-107: **HARDSHIP PERMIT; HEARING AND DETERMINATION:**

A. At such hearing the applicant and any neighbors of the applicant may state reasons either for or against issuance of said hardship permit. Within ten (10) days of the hearing the Director of Health shall make a determination whether to approve or deny the application and shall cause written notice of the same to be mailed to the applicant and any neighbors who attended the hearing. Such notice shall:

1. Include a brief statement of the reason why the application is being approved or denied;

2. Specify any conditions upon which the permit is being issued.

B. Any applicant or neighbor adversely affected by the decision of the Director may, within twenty (20) days from the issuance of the determination, appeal for a rehearing before the City Council. (Ord. 74-59; 1968 Code Section 11-143.6; 1980 Code)

11-3-108: **HARDSHIP PERMIT; REVOCATION:** The Director of Health may make inspections of areas granted a hardship permit, and upon determination that conditions exist which jeopardize the health, peace or welfare of neighbors of the applicant, may revoke said permit. The permittee may, within fifteen (15) days of notice of revocation, request the Director to hold a hearing in conformance with Sections 11-3-106 and 11-3-107 of this Article. Nothing in this Section shall preclude a permittee's right of appeal from an adverse decision by the Director. (Ord. 74-59; 1968 Code Section 11-143.6; 1980 Code)

Article 4 Impoundment, Redemption and Disposal of Animals

Section

11-4-101: Impoundment

11-4-102: Duty to Impound

11-4-103: Unlawful Taking or Release

11-4-104: Hindering Humane Officer Prohibited

11-4-105: Redemption; Animals Other Than Hoofed Animals

11-4-106: Redemption; Hoofed Animals

11-4-107: Unredeemed Animals; Disposition

11-4-108: Dead Animals; Removal

11-4-109: Dead Animals; Leaving in Public Places Prohibited

11-4-110: Dead Animals; Burial Within City Prohibited

11-4-101: IMPOUNDMENT: Any animal found at any place within the City other than upon the premises of its owner or keeper, and not under direct physical control as provided elsewhere herein, may be picked up and impounded in the shelter as provided in Section 11-4-102 of this Article. The foregoing shall apply regardless of whether or not said animal shall have identification, and whether or not the owner or keeper of such animal shall be readily ascertainable. (Ord. 74-52; Ord. 74-114; 1968 Code Section 11-144.2, 11-124; 1980 Code)

11-4-102: DUTY TO IMPOUND:

A. It shall be the duty of the duly authorized employees of the Humane Society to take up any animal trespassing or running at large contrary to the provisions of this Chapter. For the purpose of performing such duty, any such employee may enter onto private property in pursuit of any animal trespassing or running at large. Any animal picked up pursuant to the provisions of this Section shall be delivered to the shelter, where such animal shall be received and safely kept therein until redeemed or disposed of as provided by law. (Ord. 74-59; 1968 Code Section 11-144.4; 1980 Code)

B. In the event an animal is picked up by any person other than a duly authorized employee of the Humane Society, it shall be the duty of such person to notify the Humane Society within a reasonable time after such action, or to deliver the same to the shelter, where such animal shall be received and safely kept therein until redeemed or disposed of as provided by law. (1980 Code)

11-4-103: UNLAWFUL TAKING OR RELEASE:

A. It shall be unlawful for any person to take and deliver to the shelter any animal from any enclosed lot or premises, or from any stable or other building unless given permission by the owner of said animal or as otherwise authorized by this Chapter.

B. It shall be unlawful for any person to open or cause to be opened any enclosed lot or premises thereby allowing any animal to run at large upon the streets, sidewalks, alleys, parks or other public places of the City. (Ord. 74-59; Ord. 74-114; 1968 Code Section 11-144.7)

11-4-104: HINDERING HUMANE OFFICER PROHIBITED: It shall be unlawful for any person to hinder, impede or obstruct any Humane Officer in the performance of his duties. (1980 Code)

11-4-105: REDEMPTION; ANIMALS OTHER THAN HOOFED ANIMALS:

A. The redemption fee payable by the owner or keeper of any animal, other than a hoofed animal, impounded for a period of five (5) days or less shall be twenty-five dollars (\$25.00), and for a period of impoundment in excess of five (5) days, the fee shall include an additional charge for board of two dollars fifty cents (\$2.50) per day or any part thereof in excess of five (5) days.

B. Payment of impounding fees shall not be in lieu of any fine, penalty or license fee.

C. No pet or animal required to be licensed or inoculated under Sections 11-2-101 and 11-2-102 may be redeemed until provision for such licensing and inoculation shall have been accomplished.

11-4-106: REDEMPTION; HOOFED ANIMALS: The redemption fee payable by the owner or keeper for a hoofed animal impounded for a period of ten (10) days or less shall be twenty five dollars (\$25.00) and an additional charge for board of two dollars (\$2.00) per day or any part thereof, commencing with the first day of impoundment. Payment of impounding fees shall not be in lieu of any fine, penalty or license fee. (Ord. 74-59; 1968 Code Section 11- 0144.3; 1980 Code)

11-4-107: UNREDEEMED ANIMALS; DISPOSITION:

A. Any owner or keeper of a pet who does not claim and redeem such pet within the said five (5) day impounding period, shall forfeit all right, title and interest therein. Any pet not redeemed within five (5) days from the time of such impounding, may at once be put up for adoption in accordance with the normal procedure of the Humane Society. Any pet which has been impounded for five (5) days and has not been redeemed or adopted as herein provided may be humanely destroyed and thereafter cremated, or removed from the City and buried.

B. No pet shall be put up for adoption or destroyed, if the identity and whereabouts of the owner of such pet can be readily ascertained from a rabies vaccination tag, license tag or other identification tag worn by the pet, until a reasonable effort has been made to notify the owner. (Ord. 74-114; 1968 Code Section 11-127; 1980 Code)

C. Disposition of unredeemed hooved animals shall be in accordance with Section 35-44-101 et seq. CRS 1973, as the same may be now or hereafter amended. (Ord. 74-59; 1968 Code Section 11- 144.5; 1980 Code)

11-4-108: DEAD ANIMALS; REMOVAL: The City shall provide, by contract or otherwise, for the removal and disposition of carcasses from the streets, avenues, alleys and other public places of the City. (Ord. 74-59; Ord. 74-114; 1968 Code Sections 11-131, 11-144.9)

11-4-109: DEAD ANIMALS; LEAVING IN PUBLIC PLACES PROHIBITED: It shall be unlawful for any person to throw or place any dead or injured pet, animal or fowl or part thereof, in or upon any of the streets, alleys or other public places within or belonging to the City. (Ord. 74-59; Ord. 74-114; 1968 Code Sections 11-130, 11-144.8)

11-4-110: DEAD ANIMALS; BURIAL WITHIN CITY PROHIBITED: It shall be unlawful for any person to bury or cause to be buried within the City any dead animal. Any person having in his possession or upon his premises any dead animal shall at once remove such animal from the City or cause the same to be destroyed. The carcass of any dead animal shall be disposed of at the expense of the person having the same in his possession or upon his premises, and any such disposal shall be in accordance with the applicable regulation of the Health Department. (Ord. 74-50; Ord. 74-114; 1968 Code Section 11-132, 1-144.10; 1980 Code)

ACTIVITY 8: DOGS AS COMMUNITY HELPERS

Introduction:

This activity is designed to be used as part of a larger study on community helpers to show how animals can serve as community helpers. Working dogs serve many roles in a community. Dogs aid police in law enforcement and assist people who are hearing or visually impaired. These dogs are professionally trained for their specific jobs.

The activity basically provides a framework for using guest speakers related to the topic. Guest speakers having expertise in the areas of training or using dogs for the above-mentioned tasks are most effective. If guest speakers cannot be obtained, the teacher can use the "job descriptions" provided in the **Background Information** to plan a presentation.

Links to Subject Areas:

This activity can be incorporated into social studies, language arts, or art. It can also be used as part of a career awareness strand.

Objectives:

1. To know that with special training that dogs can serve as helpers to people in the community.

Skills:

1. To develop and ask questions of community resource people.

Anticipated Outcomes:

Students will become aware of the special ways dogs serve humans and have a new appreciation and understanding of these dogs.

Time: 1-2 class periods for discussion and mural activity plus an additional class period for each speaker.

Teaching Mode: Teacher-directed discussion; brainstorming; interaction with guest speaker; mural development.

Materials and Preparation: Mural paper, pencils, coloring medium.

Before the activity is begun, decide which speakers will be used, invite them, and set dates. Send a letter to parents informing them of the dates and inviting them to attend. Be sure the students are aware of who is coming and what the topic will be. One source of speakers is the National Federation of the Blind. Another is the canine division of the local police or sheriff's department. Both can provide speakers who will bring a working animal for a demonstration and discussion.

Work with the guest to develop a presentation that will involve the children. For example, a blind person could give his/her dog a series of commands or describe personal experiences that relate to a key concept. A theme might be how a dog communicates with a disabled person and how the dog helps a person relate to the rest of the world. Focusing on such a theme will help students enlarge their concept of community helpers and move beyond some of the very concrete questions that they may have.

Activity:

1. The day before a guest presentation, the class should be introduced to specialized vocabulary that may be used. In the case of a blind person and a seeing eye dog, such terms as *canine*, *command*, and *braille* should be introduced. Other preparatory activities for a visit from a blind person might include an experiment in which a student who is blindfolded is led on a "trust walk" by a student who can see or reading a story about a blind person.

2. To help students develop skill in asking appropriate questions, have the class brainstorm a long list of questions and then refine the list, eliminating questions that they feel are inappropriate. These questions can be duplicated for the class to use the next day.

3. Conduct the guest visit(s), allowing time for students to ask their questions.

4. After all the guest speakers have visited the class (or teacher-developed presentations have been given), have the class develop a mural depicting community helpers – both human and animal.

Extension/Enrichment:

Have the children write stories in which they describe their adventures as animal handlers.

Background Information:

Guide Dogs for the Blind

Guide dogs are scientifically bred for their jobs. When a litter of puppies is born, the physical characteristics and temperament traits are entered into a computer. This information is used to assure appropriate matings.

German shepherds, Labrador retrievers, and a limited number of boxers and flat-coated retrievers are bred for the program. Sometimes mixed breeds are used.

When the puppies are about eight weeks old, they are placed in families with young people between the ages of 9 and 19 who are 4-H members. For the first year of its life, the pup is raised by the family. The youngster takes the puppy to 4-H meetings, teaches it basic obedience, and, most of all, loves it as only a youngster can love.

When the puppies are 11 to 14 months old, they return to the training center. There they are assigned to three instructors. The dogs are taught basic obedience commands and how to pull in harness. The most important responsibility of the dog is to judge danger.

After 12 weeks of training, the dogs are matched with a blind owner-handler. They train together for 20 to 27 days, learning how to work with each other.

After training together, the dog and its owner return home. The dog's job is to lead its owner safely through buildings, around obstructions, through crowded places, and up and down stairs.

The owner feeds the dog in the morning or evening, brushes it daily, and airs the dog on schedule before going to work, at lunch, and after work. The dog has been trained for this schedule and likes it.

When a guide dog is guiding its owner, it is dangerous to distract the dog or blind person by calling out or grabbing either one. Guide dogs often inspire the friendship of the owner's co-workers, who can help by not petting or feeding the dog. The dog is a trained worker and must be allowed to do its job.

Hearing Dogs

Since 1976, dogs have received formal professional training to alert their hearing-impaired owners to the sounds important for daily home survival. American Humane began the first national Hearing Dog Program as a means of assistance to the 15 million hearing-impaired people of the United States. They established rigorous criteria for the program; these criteria include professional requirements for the dog training and placement staffs, guidelines for humane and positive training techniques, comprehensive placement and follow-up procedures, and service priorities for the most needy.

Because hearing dogs do not have to be a particular size or breed, the majority of dogs are selected from humane societies or animal control agencies.

The dogs are trained to alert their hearing-impaired owners to such sounds as alarm clocks, smoke alarms, door bells, telephone rings, and a baby's cries. This training takes three to four months.

depending on the specific sounds the dog must learn for its recipient. Usually, the dog finishes its training at its recipient's home.

Police Canine Dogs

German shepherd dogs are usually selected for police work because of their temperament, intelligence, and guile. Unlike Doberman pinschers, their noses do not lift during tracking, their long coats keep them warm during outdoor work, and they are more socialized.

The dogs are usually donated to a police department or are selected from an animal shelter. Just like a person who applies for a job, a dog must be interviewed for police work. If it passes the test, the dog and police-handler attend a canine academy for about 13 weeks. There the dog is taught to search by identifying foreign scents in open space. This would be like smelling a shoe in a corn field. The dog is also taught to search an enclosed area by smelling out human skin rafts (scents). Dogs are taught to sniff out various kinds of drugs and explosives, locate natural gas leaks, find people caught in avalanches, and track and trail. In tracking, the dog follows the scent of footsteps a person leaves. In trailing the dog follows skin rafts in a wavering path. When the dog and handler leave the academy, the training continues. The dog must constantly do its homework and practice its skills or it will forget them.

It has been said that one police dog can do the work of seven officers. A canine police dog averages nine years on the job. Some dogs live with their handlers; others live in a kennel.

ACTIVITY 9: COMMUNITY HELPERS IN CHOOSING A PET

Introduction:

Frequently, people choose pets that are not well suited to the environment in which they live. For example, in recent years some apartment dwellers have selected very large dogs as pets for security reasons. This may be helpful to the person, but it is hard on the pet. Other people choose pets whose maintenance costs more than they can afford. For instance, specialized breeds of dogs often need special care, an expense not counted on by uninformed pet owners. This activity is designed to make students aware of these considerations and the community workers who can help people choose appropriate pets.

Links to Subject Areas:

This activity can be used in language arts or social studies.

Objectives:

1. To understand the factors to be considered before acquiring a pet.
2. To know that there are people and agencies in the community to help answer questions.

Skills:

1. To identify community resources who can help in making good decisions about owning a pet.

Anticipated Outcome:

Students will know more about the jobs and roles played by veterinarians, animal shelters, and the American Humane Association.

Time: 1 class period

Teaching Mode: Teacher reading; discussion; guest speaker or letter writing.

Materials and Preparation: If you wish to include a guest speaker as part of this activity, make arrangements for the visit. A veterinarian or animal shelter adoption counselor would be an ideal guest speaker.

Activity:

1. Tell students you are going to read a story called "Larry's Dog, Luci." Ask students to listen for information regarding the following:
 - What was Larry's original choice for a pet?
 - What were the problems with that particular choice?
 - What information did Larry receive that helped him make a good choice? Where did this information come from?
2. Read the following story. Then discuss the three questions for which students were seeking answers.

LARRY'S DOG, LUCI

What a wonderful morning it was. Larry's mother had agreed to allow him to have a dog for a pet! In bed the night before, he was awake for a long time after he was supposed to be asleep, thinking about his dog. A friend's dog had just had puppies. They were so cute and lively. He knew that one of them would be perfect for him. So here he was on his way to talk to his neighbor, Dr. Johnson. Dr. Johnson was a veterinarian and would be able to answer all Larry's questions about a dog.

As Larry rang Dr. Johnson's door bell, his smile broadened. Dr. Johnson answered the door and welcomed Larry. Larry told her about the puppies his friend had for adoption and asked Dr. Johnson whether she thought a puppy like that was a wise choice for a pet. Dr. Johnson told Larry that receiving a free puppy from a friend was certainly one way to get a pet, but if he did that, he wouldn't know for sure what breed and what kind of disposition the dog had unless his friend knew who the father of the puppies was.

Larry told Dr. Johnson that he had always wanted a dachshund, but he knew a purebred dog would cost more money than he had. Dr. Johnson agreed and reminded him that he would need money to pay for his dog's shots and license. Dr. Johnson also told Larry that since he was concerned about the amount of money he had, a pet store would probably not be the place to go. By this time, Larry's smile had begun to fade. He didn't realize getting a pet would mean making so many decisions.

Dr. Johnson realized that Larry was perplexed with all the advice he was getting, so she suggested that Larry come for a ride.

As the two friends drove toward their destination, Dr. Johnson began to talk about the American Humane Association and the work they do to protect the rights of pets. Larry listened carefully and with interest. He told Dr. Johnson that what she was saying was interesting, but he didn't understand what it had to do with their ride. Dr. Johnson grinned as she told Larry they were going to the local animal shelter and that animal shelters existed because of the work and awareness American Humane had created.

As they approached the animal shelter, Dr. Johnson told Larry that if he decided to adopt a dog, he would not only be getting a pet, but he would be saving an animal's life. Many animals brought to the shelter that were not wanted had to be euthanized.

Dr. Johnson parked the car, and they walked into the shelter. The lady at the desk greeted them. Dr. Johnson explained they were there to get some information about adopting a dog. She told them that there was a small fee for adopting a dog, but that it included the dog's shots, a check by a veterinarian, and neutering or spaying the dog. Larry agreed that neutering or spaying was a good idea, as it would help to reduce the problem of pet overpopulation.

Larry then asked to see the dogs that were available for adoption. As they walked through the hallway along the kennels, Larry was amazed at the number, colors, sizes, and ages of the dogs wagging their tails. He wanted to take all of them home, but he knew his mother and father wouldn't like that at all. As they neared the end of the hall, Larry saw a small, long, tan puppy with long ears and a tail that wagged like the wind blowing the branches of a tree. Except for the length of her legs, she was built just like a dachshund. Larry fell in love right there. "That's the puppy I want!" he said in an excited voice.

While Larry and Dr. Johnson waited for the dog to be checked by the veterinarian on duty, Larry arranged to return the dog to be spayed. Dr. Johnson reminded Larry that the dog would need yearly checkups, shots, and a license. She also suggested that as soon as the dog was old enough, Larry should go to obedience class with the dog. She explained that a well-trained dog is more pleasant to be around and is a happier dog. Just as they were discussing this, the veterinarian came out with the dog. As he handed her to Larry he said, "She is a fine puppy and in good health. I can see by the smile on your face she is going to a good home where she'll be well cared for and loved. Have you decided on a name for her?"

Larry thought for a minute as he held the wiggling puppy, who was licking his face. He smiled at the people and said, "Luci will be her name."

Larry, Luci, and Dr. Johnson returned home, and Larry raced home to introduce Luci to his parents.

3. Have students write letters to a veterinarian or animal shelter adoption counselor. The letters could be done in a "Dear Abby" format in which the students pose problems and seek help. Or an "answer man" format, in which the students pose questions about pets to present to the answer man.

4. If a visitor can come to class, he/she can be given the children's letters to use as a format for the presentation. If a visitor cannot be located, the letters can be sent to a veterinarian, the local humane society, or other animal welfare groups for answers.

Enrichment/Extension:

After hearing the story and answering the questions, students may want to share their own stories about help they have received from community helpers. This sharing can be done through stories, picture essays, or skits.

WEEK THREE

HOW DISPUTES ARE RESOLVED

Local government officials report that pet-related problems are one of the most common sources of citizen complaints. A survey of mayors indicated that pets ranked number one among all problems cited by citizens. For this reason, pets offer a realistic and important content for learning about conflict resolution.

This week features a negotiation exercise and a mock trial, to illustrate how disagreements between neighbors can be resolved through both adversarial and nonadversarial methods. If the two activities are used in sequence, students will have a base for comparing methods of dispute resolution. "Solving Problems Through Negotiation" introduces students to the basic steps in a process that two people use to resolve differences through informal negotiations. This activity emphasizes what each person can do to avoid future problems. In contrast, "Mr. Jones Goes to Court: A Mock Trial" emphasizes the rights and responsibilities of each party in a civil dispute and demonstrates how a trial can determine fault and award damages.

ACTIVITY 10: SOLVING PROBLEMS THROUGH NEGOTIATION

Introduction:

This activity demonstrates how neighborhood problems involving pets can be addressed through informal negotiations. The negotiation exercises is designed to help students look at conflict in new ways and to provide an opportunity for practicing basic communication skills.

Links to Subject Areas:

This activity can be used as a language arts lesson. It can also be incorporated into social studies units on community problems or conflict resolution.

Objectives:

1. To identify characteristics of a responsible pet owner.
2. To describe how community problems can be addressed through negotiation.

Skills:

1. To practice active listening.
2. To analyze a dispute from the viewpoint of each disputant.

Anticipated Outcome:

Students will understand how negotiation skills can help neighbors solve pet-related problems.

Time: 1-2 class periods.

Teaching Mode: Reading; discussion; role-play demonstration.

Materials and Preparation: For each student—copies of Handouts 10-1 and 10-2; for the class—chalkboard and chalk, teacher-made list of steps in negotiation for posting: What is the problem? What feelings does each person have about the problem? What are the possible solutions? What is the best solution for both parties?

Activity:

1. Ask students to brainstorm the types of conflicts that can arise between neighbors over pets. Make a list of these problems on the board and save for use in the concluding step of the lesson.
2. Tell students that one way for neighbors to solve such problems is through negotiation. Negotiation takes place when two people who disagree each describes his/her side of a problem, tells how each feels about the problem, and suggests many possible solutions to a problem. The final step in the process is developing a good solution for both parties from the list of alternatives. Post the list of steps for use by the class. Tell the students that they will have an opportunity to practice using negotiation skills on a pet-related problem.
3. To prepare for the negotiation, students should read and discuss Handout 10-1, "Rules for Active Listening." Students should give examples of the rules. They can also demonstrate "good" and "poor" listening skills.
4. Distribute Handout 10-2. Read the story "Bosco Goes Bonkers" aloud with the class. To make the story more concrete, selected students might be assigned to play the roles of Bosco, Mr. Smith, and Mrs. Jones as you tell the story. (Name plates can be used for props.)
5. Lead a discussion in which students explore answers to the questions that are part of each step of the problem-solving process. The steps in the problem-solving process should be written on the board and the following questions should be used to focus on the discussion.

Step 1: What is the problem?

- How would Mrs. Smith describe the problem?
- How would Mr. Jones describe the problem?
- How would Bosco describe the problem?
- What does each party want and need?

Step 2: What feelings do people have about the problem?

- How do you think Mrs. Smith feels about Bosco and his owner Mr. Jones?
- How would you describe the feelings that Mr. Jones has toward Mrs. Smith?
- How do you think Bosco feels about the problem?

Step 3: What are the possible solutions to the problem?

- What alternatives might Mrs. Smith suggest for solving this problem?
- What alternatives might Mr. Jones suggest for solving this problem?
- What alternatives might Bosco suggest for solving this problem?

Step 4: What is the best solution for everyone?

- Have students develop a solution that takes everyone's interests into account.

6. To help students apply what they have learned, have them participate in a negotiation between Mrs. Smith and Mr. Jones. The rules of active listening should be reviewed, and students should be reminded to consider the interests of both parties. This negotiation can be completed by pairing students so all can have the experience or by having two students provide a demonstration in which the rest of the class looks for evidence of good listening and interest-based bargaining.

7. Allow ten minutes for the role play. The teacher may need to tell the actors when it is time to move on to the next step of the negotiation. During the presentation, the members of the class should be encouraged to find examples of good listening skills and evidence that each role player understands the other person's ideas.

8. To close the lesson, ask the students to describe how the problem was solved. Do students think this is a good solution? Was negotiation a good way to solve this problem? Why or why not?

9. Refer students to the list of pet problems developed at the start of the lesson. Would negotiation be a good way to solve each of these problems? What other methods can students think of for resolving conflicts between neighbors?

Enrichment/Extension:

Have students work in small groups to develop negotiation role plays focused on other pet-related problems they listed.

Note to Teacher:

The story "Bosco Goes Bonkers" and accompanying student mock trial materials (see activity 11) were developed for the Oregon Law-Related Education Program by Marianne Sweeney, Susan Kelley, Karen Heiden, and Mark Browning. For further information about their experiences with the implementation of the mock trial and a publication, *Pets: A Third/Fourth Grade Law-Related Education Project*, contact Marilyn Cover, Director, Oregon LRE Program, Lewis and Clark Law School, 10015 S.W. Terwilliger Boulevard, Portland, OR 97219 (503/244-1181).

RULES FOR ACTIVE LISTENING

1. Put yourself in the other person's place to understand what the person is saying and how he or she feels.
2. Show understanding and acceptance by nonverbal behaviors:
 - tone of voice
 - facial expressions
 - gestures
 - eye contact
 - posture
3. Restate the person's most important thoughts and feelings.
4. Do not interrupt, offer advice, or give suggestions. Do not bring up similar feelings and problems from your own experience.

BOSCO GOES BONKERS



Mr. Jones owns a golden retriever named Bosco. Mr. Jones is a good dog owner. He gives Bosco lots of food and love. He loves to pet Bosco and romp and play with him. Bosco is a happy puppy, even though he is almost fully grown. Bosco likes to play. He loves to run, jump, dig holes, chase cats, chew up new shoes, chew up old shoes, chew up anything! (Itchy teeth, you know!) He also loves to run after sticks.

Mrs. Smith lives next door to Mr. Jones. She does not have a dog or any other kind of pet for that matter. Instead she has a beautiful garden to care for and love. She works in it every day. Her garden has won prizes. Mrs. Smith is very proud of her garden, for she has helped every flower grow and bloom. Her favorite flowers are her prized roses. She bought these roses five years ago when they were small little shoots. With her care and love, they have grown into beautiful red rose bushes.

Mr. Jones puts Bosco in the garage to sleep. Bosco doesn't like to sleep in the garage so he barks all night. The barking Bosco doesn't bother Mr. Jones because he has a pair of ear plugs. But it bothers Mrs. Smith! She is unable to sleep at night because of the barking. Mrs. Smith tells Mr. Jones to keep Bosco quiet at night. Mr. Jones tells Mrs. Smith that as long as Bosco barks in his garage and on his property, Bosco can bark all he wants and whenever he wants. Mr. Jones tells Mrs. Smith to buy some ear plugs like he did.

One sunny day Mr. Jones puts Bosco in his backyard to play. He ties a rope around Bosco's collar and ties the rope to the pole. Bosco doesn't like the rope. The rope is old and not very thick. Bosco chews through it quite easily. Mr. Jones KNOWS that Bosco has very sharp teeth.

Bosco, free of the rope, is a very happy puppy. He is so happy that he runs over to Mrs. Smith's garden. Bosco decides to dig a hole—right in the middle of Mrs. Smith's rose garden! Bosco, still a puppy, doesn't know his own strength, and he accidentally damages some of Mrs. Smith's prized roses.

Mrs. Smith looks out the window and sees what Bosco is doing. She gets very angry, for Bosco is hurting her "babies." She picks up a broom to hit Bosco and runs out into the garden. Bosco doesn't see Mrs. Smith until she is almost on top of him. He is unable to run away. Bosco is scared to death! He is scared so badly that he bites Mrs. Smith on the leg. He doesn't mean to bite hard.

As Bosco runs away, Mrs. Smith picks up a rock and throws it at Bosco. At that instant, Mr. Jones comes out of his house to feed Bosco. The rock misses Bosco and hits Mr. Jones on the head.

ACTIVITY 11: MR. JONES GOES TO COURT: A MOCK TRIAL

Introduction:

Most people prefer to solve pet-related problems without resorting to litigation. Sometimes, however, neighbors do take their pet problems to court and let a judge or jury determine how the disagreement should be resolved. This activity provides materials and suggestions for illustrating how such questions as the property damage and personal injury described in the story "Bosco Goes Bonkers" would be handled in a civil trial.

Links to Subject Areas:

This activity can be incorporated into social studies units on government (judicial process) and citizenship. Because the activity develops written and oral communication skills, it can also be used as a language arts activity.

Objectives:

1. To know how civil trials help people who cannot resolve problems by themselves.
2. To identify roles in a trial (bailiff, jury, judge, witness, lawyer).

Skills:

1. To analyze the legal arguments made by each party in a dispute.
2. To make a decision based on facts and expert opinions presented in a trial.

Anticipated Outcome:

Students will understand the responsibilities of pet owners to keep pets from disturbing the peace and causing damage to the property of others.

Time: 3 to 5 class periods depending on the format selected.

Teaching Mode: Reading; discussion; small-group work, courtroom simulation.

Materials and Preparation: For each student—copies of Handout 10-2 and Handouts 11-1 and 11-2; for the class—1 copy each of witness statements and information sheets, signs for roles—plaintiff, defense, judge, bailiff; optional—props for courtroom (gavel, robe, etc.) videotape recorder and player; for resource people—copies of all activity materials.

Arrangements for two or three lawyers and/or law students to assist with the mock trial should be made well in advance. Provide the resource people with copies of the materials and indicate whether you want them to help students prepare the cases as outlined in option 2 or to conduct the mock trial by filling the lawyer roles with resource people and having the students fill the roles of witnesses, judge, bailiff, and so on, as described in option 1. Contact your local bar association for the names of lawyers who have volunteered to help with mock trials in elementary schools.

If you want to have a jury for Option 1, it would be best to invite another class of students to fill this role, since your students will probably be biased by their preparation of the witnesses. This needs to be arranged in advance.

Activity:

1. The story, "Bosco Goes Bonkers," involves several tort questions. A tort is a wrong done by one person to another. Explain to students that a tort involves the possible wrong created by the action of one person and resulting in personal injury or property damage to another. Read the story "Bosco Goes Bonkers" (Handout 10-2) aloud with the class if you have not already done so as part of the

negotiation lesson. Ask students to identify possible torts they think might be taken to court by Mrs. Smith or Mr. Jones.

2. To help students identify some of the possible torts, ask them to respond to some of the following questions:

- If you lived next door to Mr. Jones, would Bosco's barking bother you?
- Does Mrs. Smith have the right to ask Mr. Jones to keep Bosco quiet?
- Does Mr. Jones have the right to let Bosco bark all night because Bosco is in his garage?
- Does Mr. Jones have a duty to keep Bosco from running into Mrs. Smith's yard?
- Is it Mr. Jones's fault or Mrs. Smith's fault that Bosco got into her garden?
- Who should pay for the damaged roses? How do we decide how much they are worth?
- Did Mrs. Smith have the right to hurt Bosco to protect her roses?
- Whose fault is it that Bosco bit Mrs. Smith—Bosco's, Mrs. Smith's, or Mr. Jones's?
- Who should pay for any doctor bills resulting from the dog bite?
- Does Mrs. Smith owe Mr. Jones any money for hitting him on the head with a rock (doctor bills, pain and suffering)?

3. Once students understand the facts and the issues to be discussed in a court trial, you are ready to begin a courtroom simulation. Two options are provided.

Option 1: One day of preparation and a one-hour simulation, with resource people playing roles of lawyers and students filling roles of witnesses, bailiff, and judge.

4. During the preparation period, assign students to small groups. Have each group study the role of one of the four witnesses. The groups should review the witnesses' statements and prepare to answer questions asked by the lawyers for both Mrs. Smith and Mr. Jones. One person should be selected from each group to take the stand and carry out the plan developed by his/her group. The students playing judge and bailiff should spend the preparation time reviewing the roles they will play in the trial.

5. To conclude the preparation, review with students the diagram of the courtroom. Discuss classroom modifications for the simulation. Explain to the class that a lawyer (or lawyers) will come to the classroom on the next day to help them with the trial.

6. Ask the lawyer(s) to introduce the simulation by reviewing the steps in a trial with the class and explaining the role of the student judge and bailiff. Handout 11-1, "Conducting a Mock Trial," can be used for this section of the activity. During the trial, the lawyers will give opening and closing statements, conduct the examination and cross-examination of the witnesses, and help the student judge with any questions about procedures and rulings.

7. Following the trial, the judge should announce the decision and explain awards for damages. The lawyer should assist the teacher in discussing the outcome of the case. Does the class agree with the judge's (or jury's) decision? Why do they think it was a good or bad one? How else might the problem have been resolved? Do they think that a jury (or judge) would have made the same decision? If the class completed the negotiation exercise, they should compare the two methods of solving the problem as well as the solutions.

Option 2: Two days of preparation and two days of simulation, with students taking all the roles in the mock trial, using coaching from two to three lawyers.

4. Distribute and discuss Handouts 11-1 and 11-2, with resource persons providing guidance in the procedures to be used. Make assignments for the simulation.

5. Following discussion of the handouts and some role playing of trial procedures, student lawyers should write out questions for witnesses and rehearse with other members of their team.

6. Conduct the mock trial over two days, with *voir dire* (jury selection) and opening statements on one day, followed by examination, cross-examination, and closing statements on the second day.

7. On the final day of the activity, allow students to view the videotape (if you were able to videotape the simulation). Discuss the simulation using the questions in step 7 of option 1.

Note to Teacher:

Many teachers have found that this trial is a good project for student demonstrations at assemblies and parent nights.

Enrichment/Extension:

Have students look in the newspaper for stories about pet-related problems. Ask them to report to the class on how the problems were resolved.

CONDUCTING A MOCK TRIAL

A trial is a court proceeding. The purpose of a trial is to hear and decide a legal case. A mock trial is a make-believe trial. Taking part in a mock trial can help you understand how conflicts are solved in court.

In a trial, the facts are presented to an impartial judge and jury. Each side argues its case as strongly as possible. The jury listens to the facts, thinks about the arguments, and makes a decision. The decision is called a verdict.

Who Takes Part in a Trial?

Judge. The judge is in charge of the court. He or she makes sure that both sides of the case have a chance to present their arguments. The judge tells the jury what laws apply to the conflict.

Jury. The jury listens to the witnesses and the lawyers. The jurors think about the facts and arguments they hear. They try to decide which witnesses are telling the truth. At the end of the trial, the jury reaches a verdict.

Plaintiff's Attorney. This lawyer argues the plaintiff's case. He or she tries to give jurors facts that will make them decide in favor of the plaintiff.

Defense Attorney. This lawyer argues the defendant's case. He or she tries to persuade jurors that there is not enough evidence to prove the defendant guilty. The defense attorney may suggest that the witnesses for the plaintiff were not dependable or truthful.

Witnesses. Each witness tells what he or she thinks the facts are.

Clerk of the Court. The clerk opens the trial and swears in the jury.

Court Reporter. The reporter takes notes during the trial. These notes can be checked during or after the trial to see what was said.

Bailiff. The bailiff keeps order in the court. The bailiff is also in charge of the defendant. He or she makes sure the jurors are not interrupted while they are trying to decide the case.

Adapted from "Using a Mock Trial with Elementary Students," from *Foundation of Justice* (Columbus, OH: Charles Merrill, 1975, pp. 1-3).

For a mock trial, a student should be picked to play each of the following parts: judge, plaintiff, defendant, plaintiff's attorney, defense attorney, clerk of the court, court reporter, and bailiff. Six students will serve on the jury. An equal number of students should be chosen to be witnesses for the plaintiff and for the defendant.

What Are the Steps in a Trial?

Swearing in the Jury. The clerk of the court asks the jurors to take their seats. He or she then asks them to swear that they will be fair in deciding the case.

Opening Statement by Plaintiff's Attorney. This lawyer tells the jury the important information about the case: his or her name, the plaintiff's name, the defense attorney's name, the defendant's name, and the facts that led to the lawsuit. He or she then tells the plaintiff's side of the case.

Opening Statement by Defense Attorney. This lawyer tells his or her name and the defendant's name. He or she then tells the defendant's side of the case.

Direct Examination of Witnesses. The plaintiff's attorney calls the witnesses for the plaintiff one at a time. The clerk of the court asks each witness to swear to tell the truth. The attorney then asks the witness questions. After all the plaintiff's witnesses have been questioned, the defense attorney calls the witnesses for the defendant.

Cross-Examination of Witnesses. The plaintiff's witnesses are cross-examined by the defense attorney. The defense witnesses are cross-examined by the plaintiff's attorney. During cross-examination, each attorney tries to get witnesses to say something that will help his or her client. The attorney may try to prove that a witness is not dependable or is lying.

Closing Arguments. Each attorney reminds the jury of the facts supporting his or her client's case. The defense attorney presents his or her argument first. The plaintiff's attorney goes last.

Judge's Orders to the Jury. The judge explains the laws that apply to this case. He or she asks the jury to be fair in reaching its verdict.

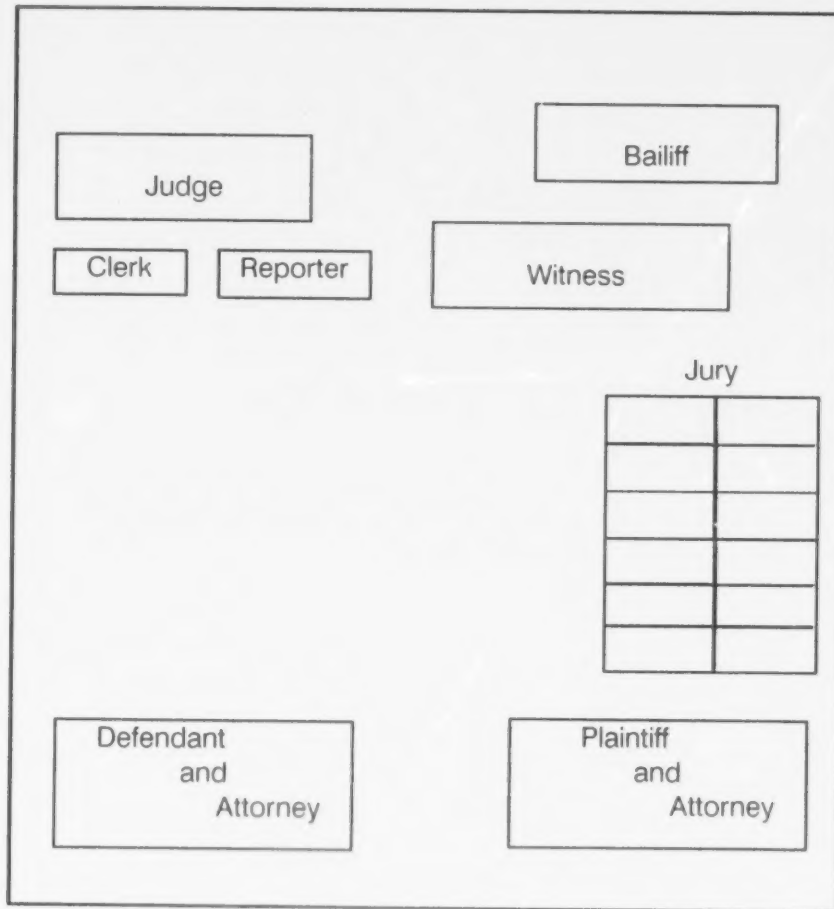
Verdict. The jury talks about all the facts of the case. Then it makes a decision. In a real trial, the jury leaves the courtroom. For a mock trial, the jury should reach its decision in front of the rest of the class. The decision should be reached by majority vote of the jurors.

What Happens After a Mock Trial?

When the jury has reached a verdict, the mock trial is over. Then the whole class talks about the trial and what they learned from it. Here are some questions to discuss:

- Did each person play his or her part well?
- What was the main conflict?
- What facts did the defense attorney present?
- What facts did the plaintiff's attorney present?
- What facts were not presented?
- According to the judge, what laws applied to the case?
- What was the decision? Do you think it was a good decision?

If possible, you may want to arrange your classroom to look like the courtroom on the next page.



HOW TO PREPARE FOR TRIAL

A. Learn the facts of your case. Go back over the story and think:

1. What facts support your side?
2. What facts weaken your side?
3. What facts weaken their side?

The best way to do this is to make an outline of what happened.

B. Witnesses

1. Decide which witnesses to call to the stand.
2. Call only witnesses who can support your side.
3. Give a list of those witnesses and the order in which you will call them to the opposing side.

C. Write a set of questions for each witness your side will call.

1. These collective questions are called direct examination.
2. Ask questions that will bring out the facts or prove or support your case.
3. Go over the questions with your witness.

D. Write a set of questions for each witness the other side will call.

1. These questions are called cross-examination.
2. Your aim in cross-examination is to help the witness admit some fact that will help your side or to show the witness is lying or is unsure or confused.

E. Be careful – the opening statement is not the time to argue your case.

F. Write a closing argument.

1. Closing argument is your last chance to tell the jury why.
2. Review your case, outline your arguments.

3. Argue, yell, get mad, feel justified about the facts you are presenting in your final remarks to the jury.

G. Prepare *voir dire* (jury selection).

1. *Voir dire* occurs at the beginning of the trial.
2. You will ask each jury candidate a question or more and decide if you want him or her on the jury.
3. Your aim is to choose jurors who will be fair to your side.
4. Some questions you might ask are:
 - Are you related to the judge, the lawyers, or anyone else involved in this trial?
 - Has anyone close to you been involved in a similar case?

H. Object to improper questioning.

1. Listen carefully to the questions of the opposing lawyer.
2. You may object if you think something the opposing lawyer is doing or saying is unfair because it is not relevant, leading, hearsay, or browbeating.

WITNESS STATEMENT: BOSCO

My name is Bosco. I am a golden retriever. I'm eight months old. My master is Mr. Jones. He is a good master. He feeds me, plays with me, and gives me treats. I love to dig holes. I just can't help myself. I'm still a puppy and I don't really know the rules yet.

On October 2, 1982, my master took me outside and tied me to a pole with a rope. I waited for a while watching the clouds, but I soon became bored. I started chewing through the rope. In a short time, I chewed through the rope and was free. I ran around for awhile and chased a butterfly. I chased the butterfly into Mrs. Smith's yard. The butterfly landed on one of Mrs. Smith's flowers. The ground was so soft around the flower that I suddenly got the urge to dig a hole.

As I was digging, I heard a scream. I turned around to see this lady rushing toward me with a big stick. She started swinging it at me. I ducked. I was so scared. If she hit me with that stick, she would really hurt me. I don't know what happened except that to get away, I nipped the lady on her ankle. I made sure that I didn't bite her hard.

My master later told me that I was bad for digging a hole in her garden. I didn't know that I wasn't supposed to dig holes in other people's yards. I thought I wasn't supposed to dig holes in just my yard. I'm just a little puppy — I didn't know.

WITNESS STATEMENT: MRS. SMITH (PLAINTIFF)

My name is Alice Smith. I live at 2AZ Palomino Road. I have lived there for 12 years. I have a beautiful garden. In my garden I used to grow the most beautiful roses. I planted those roses six years ago. I won prizes for them in gardening contests. They meant everything to me. Those roses were like my family – I loved them so much.

On October 2, 1982, I was doing my dishes when I looked out the window and saw the most horrible sight. Bosco, that terrible dog from next door, was digging up my babies, my beautiful roses! I was so upset. I ran outside, grabbed my broom, and tried to chase the dog out of the yard. Bosco bit my leg and ran off.

I went to the doctor's and had the bite treated. My poor roses were broken and destroyed. I'm so lonely and sad. Mr. Jones, the owner of Bosco, should have kept him tied up. That dumb Bosco is such a nuisance. He barks all night and Mr. Jones never does anything. I have asked him several times to keep Bosco quiet and out of my yard. He never listens to me.

WITNESS STATEMENT: JOHN JONES (DEFENDANT)

My name is John Jones, I live at 1AZ Palomino Road. I have lived there for 15 years. I have always had pets — dogs, that is. There are lots of dogs in our neighborhood. No one keeps their dogs tied up. My dog Bosco is a sweet dog. He really is a puppy and is still learning to act properly. I try to keep him in my yard, at least until he grows up and learns how to behave. But it is impossible to watch him all the time. I love Bosco! As a puppy he sometimes acts CRAZY, but he doesn't know any better.

On October 2, 1982, I had to fix something in my house. I took Bosco outside. Around 11:00 a.m., I looked out the window. I did not see Bosco tied up. I looked across the way and saw Mrs. Smith swinging a big broom at my poor baby Bosco. Bosco didn't have a chance. I ran downstairs and out the back door. As I came out of the back door I saw poor, frightened Bosco running as fast as he could from Mrs. Smith. I ran over to see what happened. As I did, Mrs. Smith picked up a rock and threw it at me for no reason. The rock hit me on the head.

I went to the hospital. The doctor put a bandage on my gash. Since the rock-throwing incident, I have had constant headaches.

I'm sorry that Mrs. Smith lost her roses, but I don't think I'm responsible. I tied Bosco up — What more could I have done?

Mrs. Smith said that Bosco attacked and bit her. That allegation is totally untrue! I think she fell down and scratched herself — crazy old lady! Even if Bosco did — he was only trying to defend himself from being hit over the head with a broom.

WITNESS STATEMENT: RHODA DENDRON (FLOWER EXPERT)

My name is Rhoda Dendron. I live at 111 Mint Julep Lane in Roseburg, Oregon. I am an expert on flowers. My specialty is roses. I saw Mrs. Smith's flowers the day before they were destroyed. What a tragedy! Those roses were the finest I had ever laid eyes on; that is my expert opinion. I was a judge in a garden contest in which Mrs. Smith entered her roses. We gave her and her flowers first prize. From the roses' great beauty, it was obvious she had spent a lot of time growing and taking care of them. Those roses were a real work of art.

INFORMATION SHEET: PLAINTIFF'S (MRS. SMITH'S) LAWYER

- A. Your job is to convince the jury to believe Mrs. Smith's story and give Mrs. Smith what she wants.
- B. In this case the major points for you to prove are:
1. Bosco got loose and ran into Mrs. Smith's garden.
 2. Bosco is Mr. Jones's dog.
 3. It is his duty and responsibility to make sure that Bosco doesn't cause other people problems.
 4. Mr. Jones tied Bosco up with a very old, thin rope.
 5. Mr. Jones knew that Bosco had sharp teeth.
 6. If Mr. Jones had been more responsible and had used a stronger rope, Bosco never would have gotten loose.
 7. Because Mr. Jones did not take proper care in tying up Bosco, Mrs. Smith's prized roses were destroyed and she was bitten by Bosco.
 8. As to the rock that hit Mr. Jones, Mrs. Smith is not responsible for any injury to Mr. Jones because:
 - She was protecting her property.
 - It was an accident.
 - She was so upset, she didn't know what she was doing.
- C. What facts show that the defendant, Mr. Jones, should be held responsible for the damage caused to Mrs. Smith?
1. Mr. Jones owned Bosco.
 2. He knew Bosco liked to run and dig holes.
 3. He knew that Bosco had sharp teeth.
 4. The rope that he used to tie Bosco was old and thin.
- D. What facts show that Mrs. Smith and her property were hurt?

INFORMATION SHEET: DEFENDANT'S (MR. JONES'S) LAWYER

- A. In this civil case, your job is to convince the jury that it is not Mr. Jones's (the defendant) fault that Mrs. Smith's flowers were destroyed.
- B. The major points for you to show are:
1. Mr. Jones was not responsible for what happened to Mrs. Smith or her flowers.
 2. Mr. Jones did what any reasonable person like you or I would do—he tied Bosco up with a rope.
 3. Mr. Jones took precautions.
 4. Mrs. Smith is just as much at fault for not putting up a fence around her yard.
 5. It is Mrs. Smith's fault that Bosco bit her--she tried to hit Bosco.
 6. Bosco only acted in self-defense.
 7. The flowers were not worth that much money.
 8. Mrs. Smith was not hurt by the bite.
- C. What facts weaken the other side?
1. Mrs. Smith did not have a fence around her garden.
 2. Mrs. Smith attacked Bosco.
 3. Mrs. Smith hit Mr. Jones with a rock.
 4. Think—what other facts weaken the other side?

INFORMATION SHEET: BAILIFF

A. It is your job to make sure the trial runs smoothly.

B. Arrange the schoolroom to look like a courtroom.

1. What things will you need for the trial?

- Gavel
- Robes for the judge
- A bible
- A clock or watch

2. Where should participants sit?

C. You are in charge of the jury.

1. You lead the jurors in and out of the courtroom at the correct times.

2. While the jury is out deciding the case, you will be responsible for seeing that none of the jurors talk with any outsiders.

D. Make sure there is order in the courtroom.

1. If anyone is talking loudly, walk over to that person and quietly tell him or her to be quiet.

2. Swear in each witness as follows:

"Do you swear to tell the truth, the whole truth, and nothing but the truth in this case under penalty of perjury, so help you God?"

3. Swear in the jury as follows:

"The jury will rise, raise your right hands, and be sworn in.

"Do you solemnly swear that you will well and truly try the issues now to be given to you; that you will speak nothing to anyone of the business or matters you have in hand, nor will you let anyone speak to you about the same but in court; and when you are agreed upon any verdict, that you will keep it secret until you deliver it up in court? Do you all so swear?"

INFORMATION SHEET: JUDGE

A. Judge fairly.

1. Your job is to act somewhat like a referee during the trial.
2. You must not favor either side.

B. Rule on objection.

1. It is your job to decide whether to rule in favor (sustain) or against (overrule) objections made by the lawyers.
2. It will be helpful to write down (with your teacher) some examples of proper and improper questions before the trial.
3. When a lawyer makes an objection, ask him or her to state the reason for the objection.

C. Instruct the jury.

1. At the end of the trial, when all the evidence has been presented, it is your job to instruct the jury.
2. Your teacher will help you prepare these questions.

D. Order in the courtroom.

1. Keep order in the courtroom.
2. Do not let things get out of hand.
3. Tell all witnesses or lawyers to speak up if the jury can't hear them.

WEEK FOUR

CITIZENSHIP AND RESPONSIBLE CARE

This culminating week of the *Pet Responsibility* unit allows students to reflect and expand on what they learned in previous weeks. The topics of "Citizenship and Responsible Care" are problems faced by pets and how students can help solve those problems. "Let Your Fingers Do the Walking: A Hunt for Care" helps students learn to use the telephone book as a means of locating community services available to pet owners. By developing "A Personal Code of Ethics for My Pet," students examine their own behavior and take steps to improve it. The penultimate activity in the unit looks at "Heroes: The Stillman Awards," which are given to pets and people who have taken great risks for each other. The final activity, "Caring Through Posters and Bumper Stickers," allows students to demonstrate what they have learned about pets and responsibility through a visual creation.

ACTIVITY 12: CARE AND RESPONSIBILITY

Introduction:

This activity allows students to reflect on what they have learned in earlier lessons and to acquire skills so they can act on this new knowledge. It also provides feedback to the teacher on how informed and responsible students have become regarding the pets they care for and those they know about.

Links to Subject Areas:

This activity is appropriate for use in language arts and social studies.

Objectives:

1. To demonstrate through discussion the knowledge they have acquired about responsible pet care and citizenship.
2. To articulate where they need to go or who they need to call if their pets or other animals need help.

Skills:

1. To relate ideas about pet needs and information about pet problems to solutions.
2. To develop skills in problem solving.

Anticipated Outcomes:

Students will understand pet problems and how to assist animals and pets in need of help and assistance.

Time: 1 class period.

Teaching Mode: Teacher-led discussion, large-group problem solving.

Materials and Preparation: Chalkboard and chalk.

Activity:

1. Working in small groups or as a class, have students list situations that are harmful to pets. These can be situations they have seen or know about through television, books, etc. Students should be able to discuss how such a situation is harmful and recommend a course of action to correct the problem. Sample problems might include:

- Acts of cruelty – shooting birds with BB guns, throwing rocks and other objects at dogs and cats, taking fish out of fish tanks, squeezing frogs, teasing animals that are tied up, and so on.
- Dogs that are tied up outside in the winter or summer with no protection from the sun, wind, rain, or snow.
- Dogs or cats that are confined without food or water.
- Dogs that have no place to run or play outside.
- Dogs or cats that are left in hot cars in shopping center parking lots.
- Dogs that are allowed to run free and risk being hit by traffic.
- Painting turtle shells in pet stores; giving people chicks and rabbits at Easter that they cannot properly care for.
- Caged birds in a home that are placed in direct sunlight and drafts.

- Stray dogs on school playgrounds.

2. Solutions to these problems include food, shelter, and knowing things that are healthy for pets, such as exercise and attention. If students do not recommend calling local agencies, suggest that such agencies can help with a problem beyond a student's control. Such agencies might include, but are not limited to, the following:

- The American Humane Association
- Local Humane Society
- Local Animal Control Agency
- Local Veterinarians

Enrichment/Extension:

Have students write or draw stories in which animals' problems are solved by students and local agencies working together.

ACTIVITY 13: LET YOUR FINGERS DO THE WALKING: A HUNT FOR CARE

Introduction:

Who do I call if my pet is lost? Where can I go to find out about proper diet for my cat? Where can I go if I want a pet bird? a dog? What does a veterinarian do?

Many people and agencies can help people with their pets. Some of these people work for local government and look after lost or stray animals. Some provide health care and others help with grooming and diet. This activity is designed to help students discover all the people who are involved in the welfare of animals, especially pets.

Links to Subject Areas:

This activity can serve as a language arts or social studies lesson.

Objectives:

1. To understand the variety of services that people offer pet owners.
2. To know about the various people and agencies who offer services to pet owners.
3. To know that some of these people and services can help people be responsible pet owners and responsible citizens.

Skills:

1. To learn how to use the phone book classified section and government listings.
2. To describe the services for pets found in these pages.
3. To share information about pets with their class.
4. To gain skills that could be used in a library to look up information.

Anticipated Outcomes:

Students will learn where to look in the phone book for a particular service for their pets. They will become aware of the great variety of people and services available to pet owners.

Time: 1 or 2 class periods.

Teaching Mode: Discussion; small-group work; group reports; development of class charts.

Materials and Preparation: For each group of four students—a copy of the classified section of the telephone book, a piece of paper, and a pencil; for the class—chalkboard and chalk. While students are working in small groups, the teacher could put the following headings on the board:

Where I Found Information About Pets
Services Provided

Activity:

1. Begin by asking students: Where you would look in the phone book to get help because your dog was lost? Where would you look to find out where you could buy tropical fish? Where could you take your dog to obedience school? Who can give your pet its rabies shot?
2. After a series of descriptors have been generated and put on the board, divide the class into small groups of four or five students. Have each group assign one person to be the recorder to write down information for the group. Also have the groups select one person to be a reporter, to report back to the class.

3. Tell the students they will have 15 minutes to find out answers to the questions. Other questions they could research might include: How many different kinds of pets can you find for sale? How many different services are provided for pets? What kinds of services do veterinarians provide for pets? The task of each group is to find and record information about the questions asked.

4. After the groups have worked on their tasks for 15 minutes, let each group report back to the entire class. As the reporters report on what they found out, record the information on the board.

5. After all the information has been recorded, ask students if they found anything about pets or pet care they didn't know before. Ask them if there are special people, agencies, and phone numbers they could list and keep as a reference for help in caring for their pets. Who might this list include?

6. Conclude by having people talk about their own special pets, who helps care for them, and where they go for assistance.

Enrichment/Extension:

Encourage students to prepare a personal phone directory listing their veterinarian, the store where they buy pet supplies, and so on. Students who do not have pets could create a directory applicable to their own interests, such as bicycling, soccer, camping, and so on.

ACTIVITY 14: A PERSONAL CODE OF ETHICS FOR MY PET

Introduction:

Codes of ethics or rules of conduct have always been a part of our lives. Some rules and codes have a religious background (the Ten Commandments), political association (the Magna Carta, the Bill of Rights), or are based on a social contract (the Mayflower Compact). Some rules are much closer to us, like city ordinances, school rules, or how to act at home or with company. The purpose of this activity is to stimulate children to think about what codes or rules mean and to then make up a personal code of care and conduct for themselves and their pets.

Links to Subject Area:

This activity is suitable for use in social studies, language arts, or art.

Objectives:

1. To understand how and where rules and contracts come from.
2. To understand that a code of ethics for their pets means responsibility.
3. To know that caring and being responsible take time and commitment.

Skills:

1. To relate ideas and information.
2. To write a personal code of conduct.

Anticipated Outcomes:

Students will have a self-generated list of responsibilities or duties in caring for their pets.

Time: 1 class period.

Teaching Mode: Teacher-led discussion and directions; individual or small-group work; sharing with class.

Materials and Preparation: For each student—copy of Handout 14-1; for class—copies of certificates signed by principal and teacher; for enrichment/extension activity—crayons.

Activity:

1. Ask students if they can make a list of agreements about the way people should act. Talk about these agreements as rules people follow. The school they are in or the class they are members of may well have a series of rules they follow. Introduce the term *code* to describe the rules we believe in and follow.
2. Put on the board the list of ideas they come up with. Then ask students if they could make a list similar to the list on the board that tells how they should behave and take care of pets. The list could be a series of "I promise to..."
3. Students should be encouraged to think about ways they may need to change in order to be more responsible—for example, give up some of their free time for the pet in their care. They should write this code on Handout 14-1 to take home and share with their parents. If they follow this code for two weeks, they can return the coupon at the bottom and receive a "Responsible Pet Owner" certificate. Students who do not have pets at home can complete a code for your classroom pet or neighborhood animals.

Enrichment/Extension:

Students could make heraldry shields with their favorite colors and symbols of the things they care for and protect.

MY CODE OF ETHICS

Write the rules of pet care that are part of your code of ethics.

Dear Parent,

We are nearing the end of a unit on pet responsibility. Students have learned that pet owners and other people have responsibilities to animals. Your child has listed some of the responsibilities above.

If your child makes a good effort to follow these rules over the next two weeks, please sign and return this form on _____. Your child will receive a certificate to acknowledge this effort.

Parent's Signature



This Certifies that

is a

Responsible Pet Owner

Principal

Teacher

Date





This Certifies that

is a

Responsible Pet Caretaker

Principal _____

Teacher _____

Date _____



ACTIVITY 15: HEROES: THE STILLMAN AWARDS

Introduction:

Students may not be aware that some people have endangered their lives to save pets. They also may not know that pets have taken great risks on behalf of their owners. This activity acquaints students with pets and people who have taken great risks, one for the other, and who have been recognized for their bravery. Students learn about the William O. Stillman award and about the American Humane Association.

Links to Subject Areas:

This activity can serve as a language arts, reading, social studies, or art lesson.

Objectives:

1. To understand why the Stillman Award is given to a person or animal.
2. To know the great risks taken by those who receive the award.
3. To understand what sacrifice means.

Skills:

1. To relate ideas and draw conclusions.

Anticipated Outcomes:

Students will learn about Stillman heroes and the reasons for the award.

Time: 1 class period.

Teaching Mode: Teacher-led discussion; individual work; sharing.

Materials and Preparation: For the class – copies of Handouts 15-1 through 15-10; for each student – copy of Handout 15-11, crayons. Ten Stillman stories are provided on the handouts. If every child receives a copy of each story, it can create an expense in copying. Children do enjoy the activity and frequently want to work on more than one story. You may want to determine about how many stories you hand out to each student based on the size of your class and your copying budget.

Activity:

1. Ask the class what the word *hero* means to them. Students should be encouraged to think about examples.
2. Following this discussion, read the background on the Stillman Award provided on the next page. Point out the uniqueness of this award – that is, that it can be given to a person or an animal.
3. Distribute the handouts according to the plan you developed. Ask students to read about the Stillman Award heroes and color the pictures accompanying the stories. The pictures depict the acts of heroism.
4. As a class, discuss the various ways Stillmans have been won by people and animals. Stillman nominations are made through local humane societies or animal control agencies and must be accompanied by evidence of press coverage to verify the event.
5. Distribute Handout 15-11 and discuss it with students.

Have you ever heard of a man rescuing his dog from the jaws of an alligator? Or a dog saving his drowning master from a Jacuzzi? This activity will tell you these stories and many others. All of the stories include an animal or a person who has received the William O. Stillman Award.

The Stillman Award is named for William O. Stillman, who was a past president of The American Humane Association. He was a doctor who loved animals so much that he spent most of his life protecting them from cruelty. His friends called him a true humanitarian.

This award is given to people who have rescued an animal at the risk of great personal danger to themselves. It is also given to animals whose actions have saved a human life.

Enrichment/Extension:

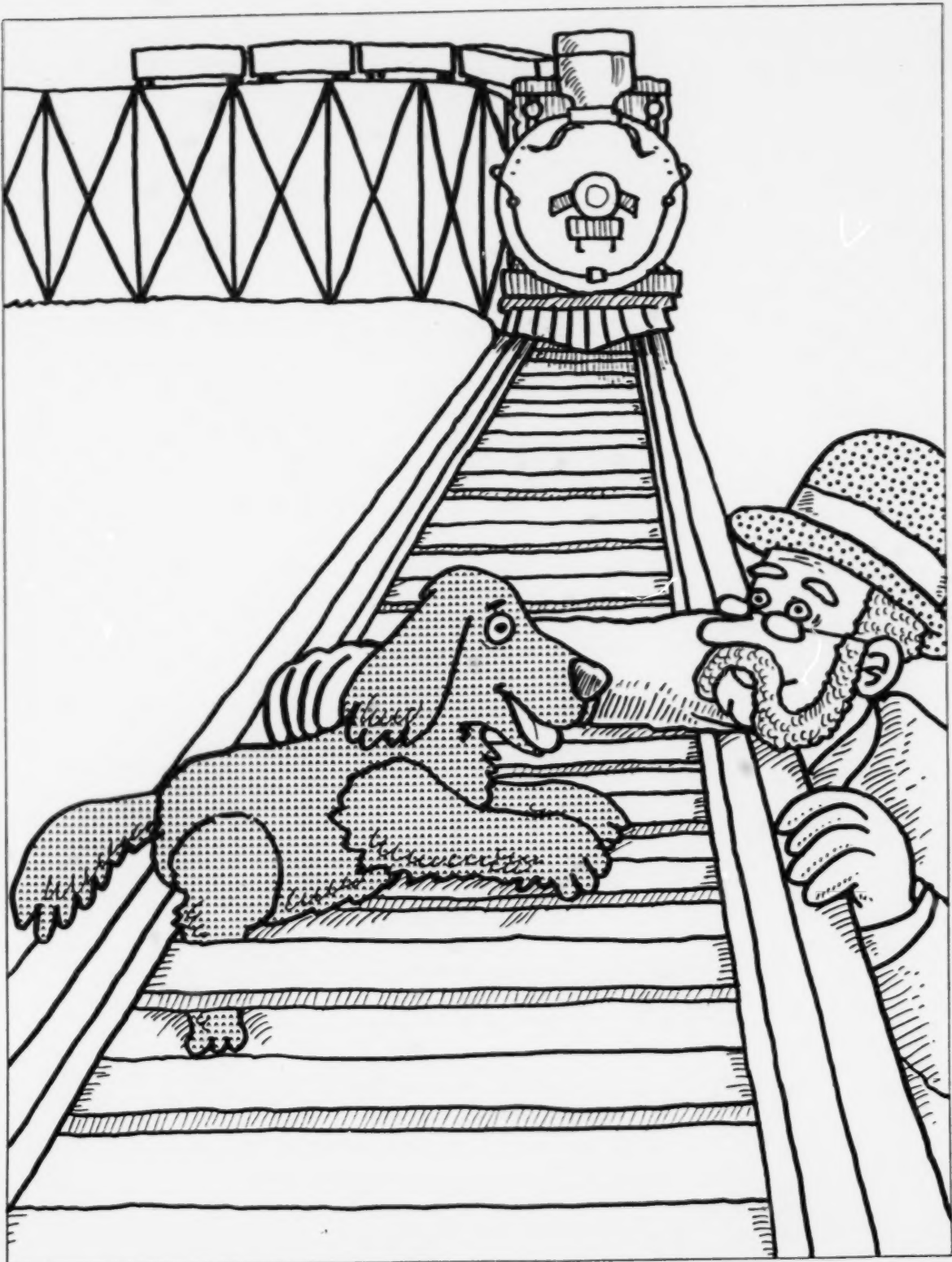
Have students look in newspapers and magazines at home for stories about animals and people who have taken risks to help each other.

John Doerflinger

One bright day in 1900, John Doerflinger was walking the streets of New York City when he heard a cry for help.

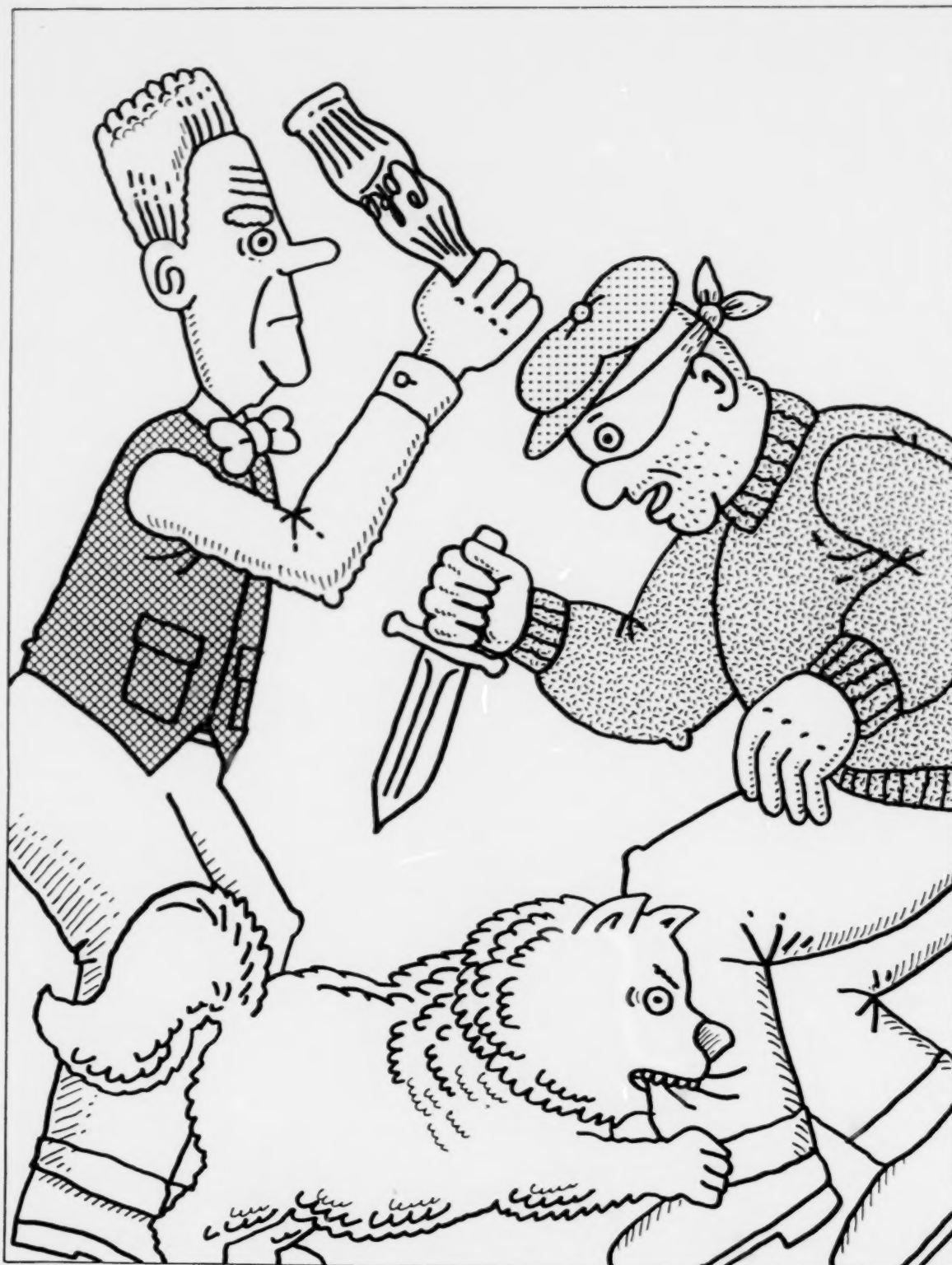
The cry came from a dog that was trapped on an elevated railroad track. With a train in the distance, Doerflinger forgot about his own safety and climbed the rickety railroad trestle. He reached the dog in time, rescuing him from certain death, but was badly hurt and had to be hospitalized.

The members of the American Humane Association were having a meeting in New York City when the newspaper story of this most daring rescue caught their attention. It was then that they decided to give their first Stillman medal for heroic acts to John Doerflinger.



Cricket

It was a quiet morning at Howard Deaton's home. Deaton and his dog Cricket were relaxing after breakfast when suddenly the door burst open. A robber jumped into the room and demanded cash. Cricket, normally a mild-mannered white spitz, came to life when Deaton shouted ... "Go get him." The dog lunged at the robber, biting him in the leg. In the confusion Deaton grabbed a glass bottle and hit the robber over the head with a mighty whack. As Deaton went upstairs to get his shotgun, the robber ran for his life. Aside from getting the Stillman Award for saving his master's life, Cricket received a steak from Deaton because she "certainly earned it!"



Emith Fludd

"Call out the guard," they cried after trying to get a dog out of the bottom of a 125-foot dry well without success.

It was a calm afternoon at the Army National Guard office when the phone rang. "I know this is going to be a tricky one," Chief Warrant Officer Fludd said, "but with the right equipment we can get that dog out of there."

When Fludd and his men arrived at the scene, he decided the solution was to have himself lowered into the well where he would be able to reach the dog and bring it up to safety. As Fludd was making his way down the well, a retaining wall began to crumble and he was showered with stone. It was a tense moment, as Fludd could have been knocked out or hurt by the flying debris. Realizing the danger, Fludd looked at the helpless dog a few feet below him and ordered his men to continue lowering him.

Fludd saved the dog's life and received the Stillman Award for going beyond the call of duty in risking his own safety.



Snowball

"Do you hear that noise?" Janice Capone said to her husband as she was shaking him awake. It sounded much like five cats fighting, but it was Snowball, the Capone's cat, making a lot of noise in the hallway. Opening the bedroom door, Janice discovered the house was filled with smoke. Mr. and Mrs. Capone acted quickly. They awakened their three children and a guest who was visiting and told them that the house was burning and that they had to escape.

Once outside, Mr. Capone heard a crying sound from within the house and went back in to find Snowball huddled in the hall near the bedrooms. He brought Snowball outside, realizing that the cat had saved his entire family.

A fireman who arrived at the scene said, "If Snowball had not alerted the family when she did, they would have all been dead in two minutes." Snowball is a Stillman Hero for alerting her family just in the nick of time.



_____**Randolph Carter Harrison**_____

Randolph Carter Harrison and his golden retriever Maggie were out fishing on a lazy afternoon in Florida. The lake was still and Maggie played at the water's edge.

Suddenly an alligator burst out of some reeds where it had been hiding and clutched Maggie in its jaws. Harrison, taking his life into his own hands, threw himself on top of the alligator, tugging at the firmly locked jaws.

The battle went underwater, but Harrison hung on, determined to free his dog. At last the alligator's jaws were forced open, freeing Maggie.

A few puncture wounds were suffered by both Harrison and Maggie, but it was nothing that a few stitches wouldn't fix. Harrison was presented with the Stillman Award for his bravery in saving the life of his dog.



Zorro

Mark Cooper was relaxing in his backyard hot tub after a hard day's work. Zorro, his German shepherd, was resting on the porch, keeping an eye on his master. The heat was too much for Cooper and he lost consciousness. Slowly he began sliding downward into the bubbling water. Acting quickly, Zorro ran to the hot tub. Using his teeth and paws to keep his master from drowning, Zorro pulled Cooper out. Cooper shortly regained consciousness, realized what happened, and gave Zorro a mighty hug. Zorro received the Stillman Award for saving his master from a sure death by drowning.



_____ James Redford, Jr. _____

Smoke billowing into the sky caught the watchful eye of James Redford, Jr. as he was walking home one breezy afternoon. Redford decided to find the source of the smoke. When he arrived at the burning building, firefighters were busy keeping the flames under control and did not see a golden retriever that was trapped in a room on the second story. Despite a lifelong fear of heights, Redford began climbing toward the window where the retriever was looking out. He broke the window and carried the dog to safety. Redford is a Stillman Hero for his courage in saving the life of a dog.



Pashka

"Mayday, Mayday," Steve Bennett desperately shouted into his radio. His plane was going down for an emergency landing. Bennett and his dog Pashka were the only ones aboard on this ill-fated flight over the mountains. The landing was rough and the impact threw Bennett from the plane. Pashka was unhurt and jumped out of the plane to find her master lying injured on the ground.

Nightfall came and the temperature began to drop. Staying by Bennett's side, Pashka kept him warm throughout the night until a search party found them both the next morning. The medics said that Pashka had saved her master's life by providing warmth. The Stillman Award was presented to Pashka for her faithfulness that saved Steve Bennett's life.



Edward Blotzer

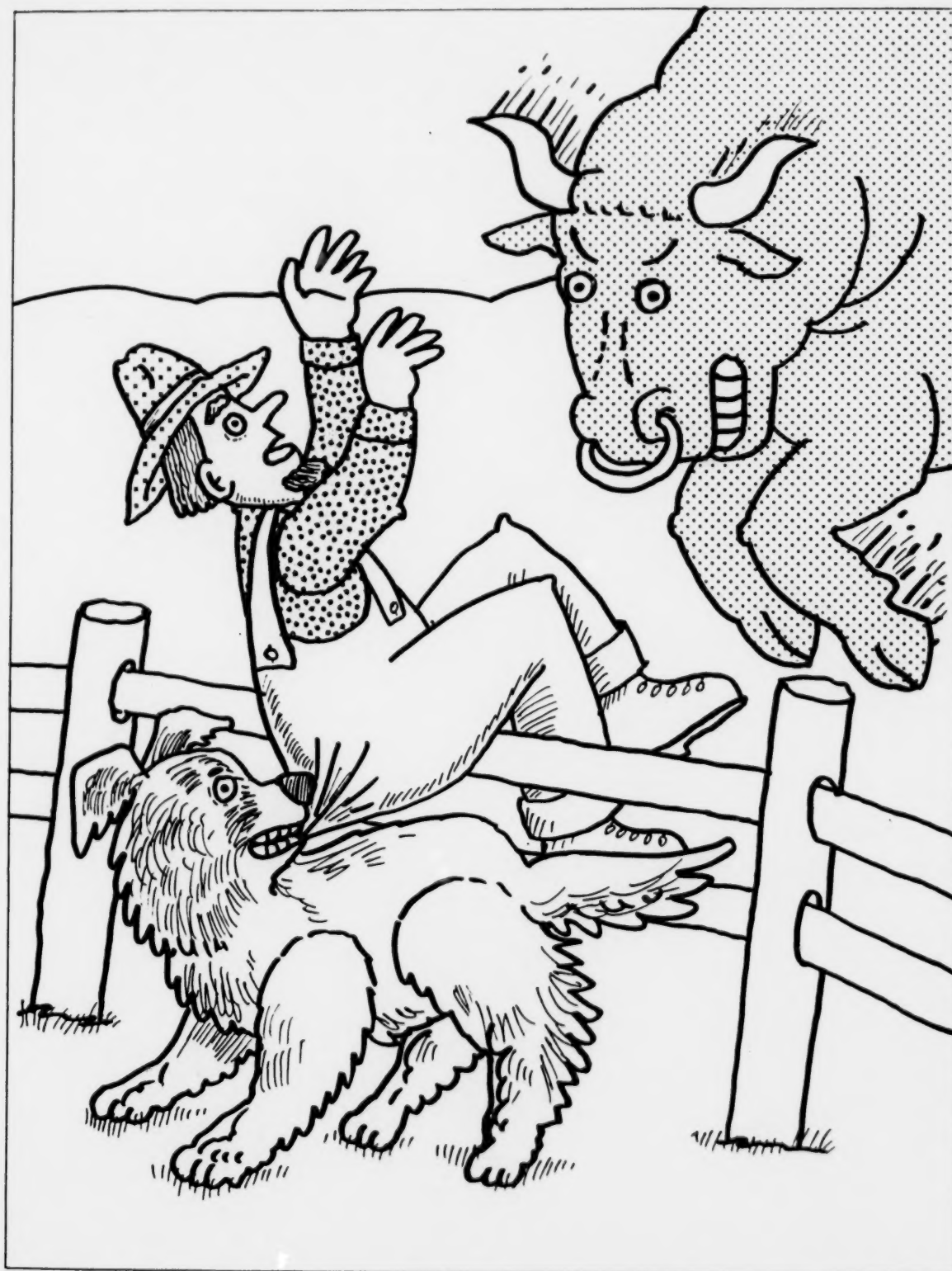
Sassy, a beagle pup, was on a camping trip in the forest with her family when she wandered off and became lost. She found herself on a rock cliff and was very frightened. Edward Blotzer, who was climbing in the area, heard the beagle's cries and followed the sound to Sassy. Blotzer saw the frightened face looking at him over the edge of the cliff. He had a rope and other climbing equipment with him, so he began the difficult climb to rescue the beagle.

After struggling up the cliff Blotzer reached her and brought her down to safety. He also found Sassy's family and reunited them. Edward Blotzer is a Stillman Hero for showing kindness and acting bravely to save an animal in trouble.



Laddie

With his morning chores behind him, Farmer Otis Jones and his collie Laddie were walking around the property checking for fences that needed mending. Finding no problems, Jones and Laddie took a break. Jones sat day-dreaming on a fence with Laddie beneath him when suddenly a bull from a neighboring field charged at Jones. Laddie saw the bull long before his master did and, acting swiftly, pushed Jones down off the fence just in time. Laddie received the Stillman Award for acting quickly enough to save his master from a very dangerous situation.





ABOUT AMERICAN HUMANE

American Humane is the only nationwide federation of state and local agencies dedicated to the prevention of cruelty, neglect, abuse, and exploitation of children and of animals.

American Humane was founded in 1877. In our early years we helped pass laws that protected children who worked. We asked for a court system that could help children in trouble; we worked for laws that protected animals being transported from one place to another and to help animals in times of natural disasters.

Now in our second century of service, we continue to work for children and animals, to be a voice for those who cannot speak for themselves. American Humane has a wide assortment of materials on animal and child protection issues, as well as educational materials for students and teachers. Publication brochures are available upon request.

If you would like further information on membership, publications, or how you could support us in our work, send a self-addressed, stamped envelope to:

The American Humane Association
P.O. Box 1266
Denver, CO 80201

ACTIVITY 16: CARING THROUGH POSTERS AND BUMPER STICKERS

Introduction:

Children, like adults, are very visual learners. The world we live in today speaks directly to that issue. We are bombarded by messages wherever we look. We also know "a picture is worth a thousand words." Who ever thought that the slogan "I ♥ NY" would be recreated in so many different ways? This activity takes advantage of what we know about visual learning by giving students the opportunity to express, in a bumper sticker or on a poster, a message they would like to share with others about being a responsible pet owner.

Link to Subject Areas:

This activity fits well in the art, social studies, and language arts curricula.

Objectives:

1. To understand principles of good pet care, good citizenship, and responsibility for animals.

Skills:

1. To express knowledge about good pet care and responsible citizenship through an art medium.

Anticipated Outcomes:

Students will develop artwork that reflects knowledge gained in this unit; the artwork can be displayed in the classroom, in the school, or in the community.

Time: 1 or 2 class periods.

Teaching Mode: Teacher direction; individual student work; whole class sharing.

Materials and Preparation: Art paper, crayons, magazines, scissors, poster paper, and glue. If the school has an art specialist, he/she might be consulted or invited to assist in the project. You might also make arrangements to display students' products in a local business.

Activity:

1. Begin this activity by talking to students about posters and bumper stickers. What are some they remember? What was the message? What feelings did the pictures or slogans convey? Tell them that this activity will let them put their feelings about pet care and responsible pet ownership in a form that can be displayed—as a poster or bumper sticker.
2. You might want to tell students about "Be Kind to Animals Week." BKA week is the oldest week of its kind celebrated nationally. You could encourage students to submit artwork to their local humane society for use during BKA week or use it at school for a similar celebration. You could use the project to foster awareness of Adopt-a-Dog Month or Adopt-a-Cat Month.
3. Help students think about themes and slogans and then help them get started on the posters or bumper stickers. Since the bumper stickers will take less time to create, you might want to encourage students to make several of these. Put the finished products up in the classroom, the school, a bank, the humane society, or a store in a shopping center.

Enrichment/Extension:

Some students might like to make a yearlong calendar celebrating animals. Events they could note on such a calendar might include, but not be limited to:

- Be Kind to Animals Week (first full week in May)
- Adopt-a-Dog Month (October)

- Adopt-a-Cat Month (June)
- Ground Hog Day (February)
- The swallows come back to Capistrano (March 19)
- Birthdays of family pets